

For Reference

NOT TO BE TAKEN FROM THIS ROOM

For Reference

NOT TO BE TAKEN FROM THIS ROOM

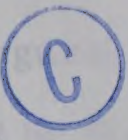
Ex LIBRIS
UNIVERSITATIS
ALBERTAENSIS



THE UNIVERSITY OF ALBERTA

AN EVALUATION OF THE ENGLISH 30 NON-EXAMINATION COURSE
AS TAUGHT IN ITS INAUGURAL YEAR IN THE
EDMONTON SEPARATE SCHOOL SYSTEM

by

 Sister M. Margaret Rose Ford

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE
OF MASTER OF EDUCATION

DEPARTMENT OF SECONDARY EDUCATION

EDMONTON, ALBERTA

October 1967

UNIVERSITY OF ALBERTA
FACULTY OF GRADUATE STUDIES

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled, "An Evaluation of the English 30-Non-Examination Course as Taught in its Inaugural Year in the Edmonton Separate School System," submitted by Sister M. Margaret Rose Ford in partial fulfilment of the requirements for the degree of Master of Education.

ABSTRACT

The Report of the Alberta Royal Commission on Education, submitted in November, 1959, recommended that a plan of accreditation be evolved for qualifying school systems. As an experimental approach to this principle of accreditation, the Department of Education granted to three school systems in the province the right to teach a course designated as English 30 Non-Examination to non-matriculant students. The investigation described herein is concerned with the English 30-NE course as it was taught in the Edmonton Separate School System during the academic year 1962-1963.

Five NE classes with an aggregate of 65 students and, for comparison purposes, five E classes with an aggregate of 161 students were surveyed. To provide data for this investigation, teachers and students in these two groups completed questionnaires and the ten teachers kept weekly teaching logs from January to June, 1963. The responses to the questionnaires indicated the main areas of interest and need in the field of English, according to the views of teachers and students. A comparison was made of the scholastic ability and level of achievement in the English Language Arts of the students in both courses to determine whether the ungifted students were taking the non-examination course. The results showed that, with only few exceptions, the students were enrolled in the classes intended for their varying abilities.

An analysis of the teaching logs revealed that some teachers of the non-examination classes did exercise the autonomy that they were granted and employed several of the teaching procedures recommended

by those who have specialized in the area of teaching English to the ungifted. However, there is evidence that in many areas of the course the teachers felt obliged to maintain a close similarity to the matriculation course, that is, although some teachers in some parts of the course did use the autonomy provided by freedom from external examinations, in general the teachers seemed to require more assistance in selecting materials and procedures appropriate to the interests and needs of these students.

The major conclusion to be drawn from this investigation is that, if this English 30 Non-Examination course is to be continued, more directive assistance must be given to the teachers of English 30-NE so that they will understand the principles of teaching non-academic students and be equipped with suggested techniques for successfully instructing them.

ACKNOWLEDGEMENTS

One who undertakes a research such as that described in this thesis is, of necessity, dependent upon the assistance of many individuals.

The writer is particularly indebted to her consultant, Dr. E. W. Buxton, for his continued interest and invaluable aid in the development of this thesis. To the other members of the thesis committee, Professor J. B. Bell and Professor D. Cameron, sincere thanks is extended for their critical observations and helpful advice.

The writer also expresses her appreciation to Mr. H. A. MacNeil, Superintendent of the Edmonton Separate School System for his permission to conduct the investigation; to the teachers and students who cooperated in the research; and to Mrs. Rhoda Warke for her efficient typing of the final manuscript.

A personal debt of gratitude is owing to Mrs. Paula Brigden for the consistent and loyal assistance she gave during the five years the thesis was in the evolving stage.

Finally, the writer's appreciation is extended to the Sisters of St. Joseph of London, for their fraternal support and encouragement.

TABLE OF CONTENTS

CHAPTER	PAGE
I. FORMULATION AND DEFINITION OF THE PROBLEM	1
Basis for the Investigation	1
Area Investigated	2
Problems Investigated	2
Definition of terms	4
Limitations of the study.	5
Procedures used in the investigation.	5
Plan of the thesis.	7
II. TEACHING UNGIFTED STUDENTS: RELATED READING	9
Need for a special program	9
Type of program needed	14
Placement of students	14
Suitable materials.	15
Appropriate Procedures	19
Well-qualified teachers.	26
Summary	28
Conclusion	29
III. ANALYSIS OF STUDENT POPULATION AND OF TEACHING LOGS.	32
Analysis of Student Population	32
Analysis of Teaching Logs	38

CHAPTER

PAGE

Materials and procedures employed in the English 30-E classes	38
Poetry	39
Language techniques.	42
Essay-writing	43
Leisure reading	44
Essay-study and short stories	44
One-act plays	45
Shakespearean drama	46
Influence of the departmental examinations on the materials and procedures employed in the English 30-E classes	49
Materials and procedures employed in the English 30-NE classes.	52
Poetry	52
Language techniques.	56
Essay-writing	56
The novel	57
Short stories.	60
Spelling	62
Correction of written work	62
One-act plays	63
Three-act plays	64
Shakespearean drama	64
Observations on materials and procedures employed in the English 30-NE classes.	66

CHAPTER	PAGE
IV ANALYSIS OF QUESTIONNAIRES	71
Teachers' Questionnaires--English 30-E	71
Student population	71
Approach to the course	71
Major goals	71
Teachers' opinions of stimulating and profitable sections from students' viewpoints	72
Stimulating procedures from teachers' viewpoints	72
Teachers' Questionnaires--English 30-NE	75
Approach to the course	76
Major goals	77
Suggested topics.	79
Stimulating and profitable sections from students' viewpoints.	79
Stimulating procedures from teachers' viewpoints.	79
Comments	83
Students' Questionnaires--English 30-E, English 30-NE.	84
Registration in course	84
Interests and needs	86
Sections students would retain	90
Comments	93
Procedures and activities.	97

CHAPTER	PAGE
V CONCLUSIONS AND IMPLICATIONS	100
Conclusions	100
Selection of students	100
Materials used	101
Procedures used	103
Influence of examinations	105
Implications	106
BIBLIOGRAPHY	110
APPENDIX A	112
APPENDIX B	116

LIST OF TABLES

TABLE		PAGE
I	Past Performance in English Courses for English 30-E and English 30-NE Students	38
II	Principles Applied in English-NE Classes	67
III	Teachers' Opinions of Most Stimulating and Profitable Sections of English 30-E Course from Students' Viewpoints	73
IV	Comparison of Major Goals of Teachers of English 30-E and English 30-NE Classes	78
V	Topics Suggested by the Teachers for the English 30-NE Course	80
VI	Teachers' Opinions of Stimulating and Profitable Sections of the English 30-NE Course from Students' Viewpoints	81
VII	Student Interests in English	88
VIII	Student Needs in English	89
IX	Sections Students Would Retain	91
X	New Topics Suggested by Students	94

LIST OF FIGURES

FIGURE		PAGE
1	Ratings on Scholastic Ability Test from Grade 9 Departmental Examination	31
2	Ratings on Scholastic Ability Test from Grade 9 Departmental Examination	32
3	Literature 10 Marks	34
4	Language 10 Marks	35
5	Literature 20 Marks	36
6	Language 20 Marks	37

CHAPTER I

FORMULATION AND DEFINITION OF THE PROBLEM

I. BASIS FOR THE INVESTIGATION

The Report of the Alberta Royal Commission on Education, submitted in November, 1959, recommended that a plan of accreditation be evolved for qualifying school systems. In 1961, a Provincial Committee on Accreditation was established to conduct an extensive study of this matter. In supporting its recommendation, the Committee confined itself to mentioning one advantage of accreditation in these words:

The exercise of responsibility is a stimulating and rewarding experience. Districts faced with the challenge of increased autonomy are more likely to seek answers to problems locally. Planning developed close to the scene of action is frequently realistic in terms of what can and should be accomplished.¹

As a step towards accreditation, the Department of Education granted to three school systems in the province the privilege of teaching courses designated as English 30 non-examination and Social Studies 30 non-examination. The main features of these special courses were:

1. freedom to select students on the basis of the school's criteria;
2. freedom to depart from the general syllabus issued by the Curriculum Branch of the Department of Education;

¹A. O. Aalborg, "Accreditation," The ATA Magazine, (December, 1962), p. 7.

3. freedom for the teacher to organize and present a program in terms of the needs and interests of the students in his class;
4. freedom from the Matriculation Examinations set by the Department of Education.

II. AREA INVESTIGATED

The Edmonton Separate School Board was one of the three school systems authorized by the Department of Education to organize classes in the new English 30 non-examination course. In the three high schools under its jurisdiction during the academic year 1962-63, five such classes were taught by five different teachers.

The general purpose in the establishment of these classes was to provide a course which would offer the freedoms cited above; a course which could be adapted to non-academic students at the Grade Twelve level. In the majority of cases, this objective was outlined for the diploma students and they decided individually whether they would enroll in the non-examination course.

III. PROBLEMS INVESTIGATED

This investigation has attempted to secure answers to a number of questions associated with the development and application of the new program. These questions include the following:

1. What was the calibre of the students enrolled in the English 30 non-examination classes? Were they of lower

mental ability, that is, rated below the fiftieth percentile on the Scholastic Ability Test, and was their past performance in the language arts poor? In other words, were the right students in the right classes?

2. Since, in the non-examination classes, teachers had the opportunity to attempt to put into practice in the classroom procedures adapted to ungifted students, what procedures were actually used in these special classes?
3. In what ways did the freedom to select materials and methods affect the materials and methods used?
4. What were the differences between the programs taught to students in the English 30 examination and English 30 non-examination courses?
5. How successful was the new program in meeting the specific needs of the students in the English 30 non-examination classes?

Since the development of the course was in its initial stages, it was hoped that information could be gathered concerning content procedures, stimulating activities, effective and ineffective approaches that would prove useful to teachers presenting the course in the years that followed. In addition, the Curriculum Sub-Committee on High School English for Alberta schools anticipated receiving as much information as possible from this research, to aid them in designing new courses for non-matriculation students.

In such an investigation, the results do not lend themselves

to statistical measurement. Rather, the value is derived from the pedagogical experiences of the teachers involved in the pilot program. Such experiences might supplement the information afforded by the writings of Carlsen, Beeler, and other authorities that are referred to in Chapter Two.

Definition of Terms

In this thesis, the English 30 departmental examination course is referred to as English 30-E. The English 30 non-examination course is referred to as English 30-NE.

The term "ungifted student" is used frequently. The reference here is not to those students who, because of their mental retardation, require clinical assistance in Remedial Centres, but rather to those who have shown they have some difficulty with English, including those who, according to Clough, "pursue their inglorious path through the inglorious D stream."² Other terms such as "slow learner" and "non-academic" have been used occasionally, but Dr. G. Robert Carlsen, past president of the National Council of Teachers of English, has given the term, "ungifted student," a definite context in his article, "English for the Ungifted," which appeared in The English Journal in May, 1961. For this reason, this phrase has been preferred in this thesis. When terms such as "slow learner" or "non-academic" are used, they are to be considered synonymous with "the ungifted."

²M. F. Clough, The Slow Learner: Some Educational Principles and Policies, London: Methuen and Co., 1957, p. 132.

Limitations of the Study

The investigation described herein is concerned with the English 30-NE course as it was offered in the Edmonton Separate School System during the academic year 1962-1963. Five NE classes, with an aggregate of 65 students, were taught in the three high schools. For comparison purposes, five E classes, with an aggregate of 161 students, were selected. No attempt was made to match populations in any way, since the research had to do with the situation as it existed in the inaugural year of the course, and since the interest was in the programs, methods, and materials implemented in these classes, rather than in the progress of the individual students. For this same reason, the qualifications of the teachers instructing the classes and the inevitable variables resulting therefrom, were not analyzed in any way.

The most intensive features of the investigation were conducted from January to June, 1963. By then, four months of the academic year had elapsed and the teachers had had an opportunity to work with their students, to attempt to assess student needs and interests, and to develop an English program in terms of these students.

Procedures Used in the Investigation

A. Teachers

1. The five teachers of the English 30-NE course plus five teachers of the English 30-E course kept a teaching log (a weekly record) of the selections taught and the

associated activities. (See Appendix A for the plan for this weekly record and the instructions to the teachers.) The teaching logs were kept from January 3 to June 15, 1963. The information which they contained has been analyzed herein to assess the differences in materials and procedures used in the two courses. It was intended that this record of the experiences of the teachers over a six-month period would yield much valuable information concerning the characteristics of students in special classes, the activities which seemed most successful in meeting their needs, and suggestions for the construction of English programs for ungifted classes in the future.

2. After May 15, 1963, the teachers of both the English 30-NE and the English 30-E courses completed questionnaires designed to secure information concerning their respective goals and their assessment of the success of the English Program for which they were responsible. (See Appendix B for sample copies of the Questionnaires.)

B. Students

1. The basis for the selection of the students in the NE course was investigated in the following ways:
 - (a) A comparison was made of the percentile ratings of the students in the two courses, based on the Scholastic Ability Test used for the Grade Nine

Departmental Examination, to determine whether or not the ungifted students were, in fact, taking the non-examination course.

- (b) The Grades 10 and 11 English marks of the students in both courses were studied to determine whether or not the low achievers were registered in the non-examination course.

2. After May 15, 1963, the students in both groups completed questionnaires to provide the following information:

- (a) the reason for registering in the English course they were following;
- (b) their interests in English;
- (c) their basic needs in English;
- (d) their opinion concerning the strongest and weakest features of the program in which they participated.

(See Appendix B for sample copies of the questionnaires.)

Plan of the Thesis

The teaching of ungifted students has long presented a challenge for educators, many of whom have published the results of their experiences and observations. Chapter Two of this thesis outlines the opinions and conclusions resulting from experimental programs or research of some of these authorities.

In Chapter Three, an analysis is made of the ability and performance of the students in the five matriculation and five

non-matriculation classes used in the investigation. The analysis includes comparisons of the percentile ratings the students received on the Scholastic Ability Test administered at the time of their Grade Nine departmental examinations, and of their marks in Literature 10, Language 10, Literature 20, Language 20. This chapter also presents and analyzes the information obtained from the teaching logs recorded by the ten teachers who assisted with the investigation.

Chapter Four compares the results of the questionnaires completed by the 10 teachers and 226 students who were involved, while Chapter Five presents the conclusions derived from the research, and some implications for further structuring and handling of such courses.

CHAPTER II

TEACHING UNGIFTED STUDENTS: RELATED READING

The material in this chapter is based upon results of research and articles written by men and women who are recognized authorities in the teaching of English and who can be assumed to be expressing their ideas as a result of research, careful observation, or experience.

Need for a Special Program

A review of the literature pertaining to the teaching of ungifted students presents valuable guidelines for those who teach that portion of students registered in Grade Twelve who have low scholastic ability and low rate of achievement in the study of English. Research indicates that they should not be expected to follow the matriculation program, but should be offered a course specifically designed for their needs and interests, with a flexibility that is necessary for adaptation to each individual group. It is of primary importance that an adequate, challenging but manageable course be provided for them. This was the intention of the Alberta Department of Education in granting accreditation in English 30.

This new emphasis in curriculum has been in the evolving stage since 1922. In his excellent research on The Development of the English Program in the Secondary Schools of Alberta, S. W. Sawicki states:

The first definite break with the nineteenth century type of curriculum came with the revision which began in 1922. Changing

concepts of the purposes of secondary schools, increased enrolments, and protests against the formal type of education then in vogue created demands for a liberalization of the curriculum. Educators realized that the needs of students who were not preparing for higher education must be met.³

Forty years have elapsed since this apparent realization; yet Dr. G. Robert Carlsen maintains that more careful attention still needs to be given to the ungifted average students. He claims that so much attention has been given lately to the gifted, honour students, and so much attention, likewise, to the retarded subnormals, that the slow learning students who form such a large segment of high school classes have been neglected.⁴

In order to assist these students adequately, flexibility in the curriculum is of prime importance. Therefore, the National Council of Teachers of English inaugurated a Committee on Individual Differences. Their report states, in part:

The flexible school contributes to individual development and to social progress; the inflexible one impedes the development of individuals and the world in which they live. As teaching proceeds, therefore, it needs to develop power in the individual--power to establish values, power to design programs of action, power to evaluate critically, and to produce the essential skills and understanding to control and liberate this power. The evaluation of the school is not in terms of how much subject-matter or how many skills are developed, but how many of the pupils are successfully meeting the problems within their experience and, hence, living more satisfying and useful lives.⁵

³S. W. Sawicki, The Development of the English Program in the Secondary Schools of Alberta, 1958, p. 1.

⁴G. Robert Carlsen, "English for the Ungifted," The English Journal, May, 1961, p. 330.

⁵J. Paul Leonard, "Democratic Basis of Individual

A. J. Beeler reiterates this principle when he applies it specifically to the teaching of English.

The slow learner continues to appear in large numbers, and it is he who is ever a grave concern of the conscientious teacher of English. Inasmuch as all students are required to take English, and as some facility in handling the language arts is absolutely necessary for happy and effective living, the problem of the teacher of English is particularly grave and tremendous.⁶

In his article, "Reaching Slow Learners," Lawrence Shehan warns that slow learners are frequently emotionally immature and are much more sensitive to ridicule or impatience than the average or superior students. Aware of their deficiencies, they particularly resent the feeling of inferiority which results when assignments are too difficult for them to accomplish successfully or, on the other hand, when the work is obviously too simple.⁷ The apparent conclusion, once again, is the dire need for a flexible curriculum which the teacher may evolve once he becomes acquainted with his class and has noted their strengths and weaknesses. Otherwise, the general high school will be forced to record the appalling percentage of failures, drop-outs, and delinquents present today.

Gretchen Hankins makes this pertinent comment:

Differences," Pupils are People, New York: D. Appleton-Century, 1941, p. 22.

⁶A. J. Beeler, Providing for Individual Differences, Champaign, Illinois: NCTE, 1956, p. 7.

⁷Lawrence P. Shehan, "Reaching Slow Learners," The English Journal, January, 1962, p. 44.

We must face the fact that they (the slow learners) will inevitably enter into our social and civic community, and it is the place of the high school to take definite and constructive steps to educate them as far as it is possible, so that they may become useful citizens. It is the duty of the school to provide for their needs, not by expecting them to measure up to rigid standards of achievement, but by moving them along the road to literacy, discrimination, tolerance, and social adjustment, as far as it is possible with each individual.⁸

A group project which investigated the status of adaptation in junior, senior, and regular high schools enrolling more than 300 pupils, was undertaken by Arno Jewett and seven associates. They noted that the increased holding power of the schools, along with social promotion have extended the range of individual differences at the lower extreme and have increased the number of pupils at both extremes of the high school student population. Many more slow pupils are being promoted to senior high schools. Consequently these slow-learning students who have difficulty understanding and recalling the verbal concepts which are common in the academic curriculum, require careful guidance and a concrete, often individualized, type of instruction which is time-consuming both for them and the teacher.⁹ The instructor of slow-learners must have a teaching time table which permits this type of instruction.

⁸Gretchen Hankins, "The Case for Basic English," The English Journal, February, 1962, p. 116.

⁹Arno Jewett et al., Teaching Rapid and Slow Learners in High School, Washington: United States Government Printing Office, 1960, pp. 1-2.

In her text, Christine Morgan refers to a conference called by the Vocational Division of the United States Office of Education in 1945. The vocational leaders faced the statistics of drop-outs from high school, unemployed youth, and the increase in semi-skilled jobs over technical and skilled jobs. They estimated that the secondary school of the future could be expected to train twenty per cent of its youth for entrance into desirable skilled occupations and twenty per cent for entrance to college. For the remaining sixty per cent, a comparable program of life adjustment training is needed. These leaders reported that:

The majority of high schools provided for the individual differences apparent in the dull-normal only to the extent of watering down the subject areas and supplying courses in industrial arts and home economics. High schools generally have tended to cling to the changing nature of pupil population. Hence the significance of a movement that states that our high-school adolescents have "diverse individual needs," that the needs of the majority of these pupils are not met, that functional experiences in areas of practical arts, home and family life, health and physical fitness and civic competence are basic.¹⁰

DeBoer, Kaulfers, and Miller, in their text, Teaching Secondary English, emphasize the principle that the ungifted lack one of the most important factors which contributes to effective learning: a sense of achievement and confidence. Accordingly, the ungifted student must be provided with tasks which he can accomplish successfully, and he

¹⁰ Christine P. Morgan, Education of the Slow-Learning Child, New York: The Ronald Press Company, 1960, pp. 336-337.

must be made conscious of his successes.¹¹

In an article entitled, "The Slow Learner--Give Him Something New," Joseph F. Dutton corroborates this principle when he states:

What the slow learner needs is not so much an ultimate objective as a daily sense of enjoyment and achievement in what he is asked to do. In fact, only by making his rewards frequent and immediate can we hope that his years in high school will mean development instead of stagnation.¹²

Type of Program Needed

Writers in the field suggest four primary requisites for the successful implementation of a special course in English:

1. careful placement of students;
2. suitable materials;
3. appropriate procedures;
4. well-qualified teachers.

Placement of Students

Although many hours of work must be expended to ascertain which students should be directed into the non-examination course, this duty must not be shirked by administrative personnel, guidance counsellors, and teachers of English. Each individual student's record

¹¹De Boer, Kaulfers, Miller, Teaching Secondary English, New York: McGraw-Hill Company, 1951, p. 75.

¹²Joseph F. Dutton, "The Slow Learner--Give Him Something New," The English Journal, April, 1964, p. 267.

should be examined on the basis of scholastic ability, past performance, and teacher recommendation. The student should, in no way, be made to feel that a stigma is attached to enrolment in the English 30-NE, rather than in the English 30-E course. On the contrary, he should be assured that this course is adapted to his particular interests and needs.

Gretchen Hankins makes an important point when she insists: ". . . from these classes must be eliminated that unhappy group who can but will not do average work."¹³

Further refinement of grouping is necessary within the non-examination class, once the teacher has become sufficiently acquainted with the students to determine their individual potentials.

Suitable Materials

In his section on the planning of work for slow-learning pupils, A. J. Beeler recommends that demonstration and "seeing" devices be used generously. As examples, he stresses the use of bulletin board exhibits of reading materials, book jackets with original blurbs designed and written by the members of the class, dramatizations, records, films, radio and television programs, and panoramic murals.¹⁴

¹³G. Hankins, op. cit., p. 117.

¹⁴A. J. Beeler, op. cit., pp. 7-12.

Since one of the basic reasons for poor performance in English is attributable to a reading deficiency, Miss Hankins recommends the use of SRA materials, the controlled reader and sets of Reader's Digest.¹⁵

Because of this reading disability of the ungifted student, Paul F. Ebbitt prefers the teaching of drama to that of the novel or short story.

From my knowledge of their reading ability I assign parts and announce that I will shift the cast from day to day. In this way I can, if necessary, eliminate hopeless readers without embarrassing them unduly. Our standards are not high. Since no one reads with high proficiency, no one is crushed by his inadequacy. When necessary I correct their errors casually, interpret difficult lines, and explain many points of fact on which these students are ignorant. My constant resolution is that they shall never be humiliated.¹⁶

To improve the reading of academically untalented students, Edwin Mingoia, who is the reading coordinator for the Barstow, California Public Schools, suggests a variety of teaching materials:

1. Science Research Associates' Reading Laboratory. Through its definite, well-spelled-out procedures, it gives both teacher and students the security of a progressive routine. The SRA Reading Lab. is a valuable instrument in teaching content reading, dictionary skills, comprehension, phonics, and vocabulary. It inculcates the ideas of self-motivation, self-correction, correct study techniques, and it is individualized.

2. American Adventure Series. The teacher is the focal point who guides the student page by page to do reading at a level where he recognizes 100% of the words.

¹⁵G. Hankins, op. cit., p. 117.

¹⁶Paul F. Ebbitt, "Drama for Slow Learners," The English Journal, November, 1963, p. 625.

3. Reader's Digest Skill Builders. The lowest level approximates a third-grade reader and the content is of high interest value.
4. Be a Better Reader, Prentice-Hall. The student reading at a seventh-grade level or better can profit from this instruction emphasizing vocabulary, phonics, structural analysis of words, diacritical markings, pacing and eye movement.
5. The daily newspaper. Students might report on news that is appropriate to the school situation.
6. Life Magazine. Teacher-composed questions can guide the reading.
7. Science fiction, sports, and automobile stories.
8. Driver's examination handbook.
9. Western novels. Start with the best of the cultural background of the students, and move them only gradually and at the opportune time.
10. Classic Comics and Dell Comics. . . . have done much to give a superficial survey of our cultural heritage. They do much to build a positive attitude towards literature, which otherwise would remain forever foreign to some students.
11. Landmark Books, Random House. A whole social studies program can revolve around the easy-to-read Landmark books.
12. Big Little Books TV Series, Whitman Publishing Company. . . . because of its popular, current interest, can appeal to the most reluctant reader in the class.
13. Tachistoscope and Controlled Readers. Because the student can recognize them, the drill should be on the speed of recognition.
14. Reading for Understanding, Science Research Association. This program offers material that carries the process of reading beyond the elementary mechanics--word recognition, word attack, speed--to the real end of reading--understanding the ideas and meanings words convey. The program purports to teach the student to do careful and critical reading. During the process of completing paragraphs, students make use of the tools of logic and inference, analogy, syllogistic reasoning and improve their

ability to work with verbal aspects of problem solving.¹⁷

It is recognized that the ungifted student requires assistance in spelling techniques. Dutton suggests:

Instead of using spelling lists consisting of tricky but unrelated words, we can substitute lists containing words that have something in common--writing, biking, exciting, fitting, sitting, knitting, for example--lists which show, without mention of bewildering rules about doubling final consonants and the like, that there really does exist a connection between the way many words sound and the way they are spelled.¹⁸

In order to assist the less able students to examine their lives, the world they live in, and in the process to understand more of each, Joe C. Baxley recommends a course in the humanities. He claims that the students learn not to fear the word "culture" as something unobtainable and that through this study they gain the valuable asset of confidence. In promoting the use of these materials Baxley states:

The flexibility of the humanities course allows constant change from one topic to another with no long-drawn-out units. Also, slides, movies, records, and pictures are used to give examples of the techniques of the arts, and this breaks up the lecture-type routine. In addition, the emphasis is on individual ability, with as much individual grading as possible. This takes the stress away from group competition for high grades and allows the slow learner to concentrate on improving himself rather than on keeping up with other students.¹⁹

Frank E. Ross, Supervisor of Senior High School English in the Detroit Public Schools, in describing a program developed in 1961

¹⁷Edwin Mingoia, "Improving the Reading of Academically Untalented Students," The English Journal, January, 1960, pp. 30-32.

¹⁸Joseph F. Dutton, op. cit., p. 268.

¹⁹Joe C. Baxley, "Humanities for the Less Able Student," The English Journal, October, 1965, p. 486.

for disadvantaged students, maintains that paperback books appeal to these teenagers. Consequently, their course uses no hardbacks. In further detailing the program, Ross says:

The course is different from most classes in other ways. There is no textbook: there is a syllabus in a ringed notebook, college style, for the status-seekers. Circle seating is employed, everyone has a front seat; no one gets lost in the shuffle. There is seldom any homework.²⁰

Marjorie B. Smiley comments on the teaching of poetry to ungifted students. She writes:

Poetry is the literary form most likely to be omitted from the curriculum of slow and reluctant readers. Teachers who have made careful selections of poetry, however, report that it is enjoyed and understood by a wider range of readers than other literary forms. Especially when these are taught through the use of recordings by popular balladists, they enliven the English classroom and make the teaching of simple poetic elements part of the fun.²¹

It is, then, apparent that a variety of materials has been found valuable by those who have interested themselves in the less able students.

Appropriate Procedures

To assist the teacher in his groping for the most successful procedures in teaching the slow learner, Carlsen has stressed six basic principles:

²⁰Frank E. Ross, "For the Disadvantaged Student: A Program that Swings," The English Journal, April, 1965, p. 282.

²¹Marjorie B. Smiley, "Gateway English: Teaching English to Disadvantaged Students," The English Journal, April, 1965, p. 273.

1. The program must be built around situations in which students practise language activities rather than learn a body of rules and principles abstracted from these activities.
2. The language activities practised must be closely related to the activities of daily life.
3. Linguistic problems to be called to students' attention must come from their own work, not from the next section of the textbook.
4. Students need to explore widely in the world of literature rather than be submitted to forced reading of a few selections.
5. The use of buzz sessions, problem solving, laboratory techniques and projects is of far more importance in teaching the ungifted than the techniques of lecturing.
6. With the ungifted we need to recall Milton's statement that 'they also serve who only stand and wait.' Growth is a marvelous thing. Sometimes it alone can bring the change that we as teachers want to effect.²²

In his article, Carlsen refers to the research in education undertaken by Frank Clapp. In the text which the latter co-authored with Chase and Merriman, Introduction to Education, there is a chapter entitled, "Providing for Individual Differences by Changes in the Teaching Procedure," in which reference is made to The Differentiated-Assignment or "Contract" Plan, a method of meeting individual needs in the classroom. According to this system:

In the first place, there are different levels of difficulty in subject matter. All subjects have common essentials that must be mastered before any further progress can be made. In

²²G. Robert Carlsen, op. cit., pp. 330-332.

connection with all subjects there is a large field of supplementary and enriching knowledge.²³

The level of difficulty in this material is probably not much greater than the common essentials but more time and the development of a technique for finding supplementary materials is required. All subjects have, also, another aspect that is composed of the fundamental theory of the subject:

In the second place, the differentiated-assignment plan assumes that children differ both in ability to learn and in the acquired interests which they bring to a given topic. Each child will choose to supplement his fundamental material by seeking additional knowledge along the line of his special interest.²⁴

Many authorities recommend a card system to record the particular, most frequent errors of the individual students. The teacher should make note of these errors in the written and oral expression of the pupils. This record may also serve as a progress chart for the encouragement of the members of the class. There is a definite incentive towards continued effort if they can check their cards and note their improvement. However, as Joseph F. Dutton points out, teachers must be realistic in their demands of correct usage. He states:

If the slow learner can be made to see that correctness in English is a relative thing and that the teacher's purpose is to acquaint him with other levels of English so that he can move from one group or situation to another without criticism or embarrassment, perhaps some neutral territory between the language world

²³ Clapp, Chase, Merriman, Introduction to Education, Boston: Ginn and Company, 1935, p. 457.

²⁴ Ibid.

of the teacher and the language world of the pupil can be found. If the neutral ground is used skillfully, the pupil, having been made aware that the classroom is a different environment from the living room, the corner drugstore, the locker room, will good-naturedly begin to correct himself.²⁵

As a result of his research, Beeler offers six points to be remembered in the planning of work for slow-learning pupils at the secondary school level. These suggestions do not overlap but dovetail those made by Carlsen. Beeler suggests that:

1. activities as a whole must be simpler than those planned for average and above average classes;
2. plans should be clear and specific;
3. the continuity of experience should be preserved;
4. demonstration and all "seeing devices" should be used generously;
5. drill and practice must be extensive and have real meaning for the individuals;
6. very frequent evaluation is necessary.²⁶

The same author stresses the view that oral expression is the chief aim of instruction for slow learners. Therefore, teaching procedures must constantly be directed towards involvement in spoken language. No opportunity should be overlooked for the discussion in clear, distinct speech of events or views in which the students are personally interested.

²⁵ Joseph F. Dutton, op. cit., p. 268.

²⁶ A. J. Beeler, op. cit., p. 7.

On the other hand, the development of reading skills has been underscored by researchers in this field. They have particularly considered the kinds of material and the procedures used in the teaching of reading to ungifted students.

Ruth Penty was concerned with the correlation between reading ability and high school drop-outs. Interviews with sixty poor readers who discontinued school while in the tenth grade were held from one to six years after the students had left high school. A significant result was that more than three-fourths of these drop-outs claimed that they had received no assistance in high school in finding reading material that they could understand, or in otherwise improving their reading ability. About the same proportion reported that they had not been helped to accept their reading handicap and make the best use of their other abilities.²⁷ This report, though a negative one, gives a specific indication of the procedures which should not be directed towards poor readers. It also indicates the need to select the right books, to have available a variety of books, some of which will reflect the interests of the students.

Harrison Bullock makes some observations concerning the non-reading pupil in the secondary school. He states:

Morrison has defined the secondary school, so far as teaching is concerned, as 'a school procedure in which the pupil is capable of learning through study and the use of books.' This serves

²⁷Ruth C. Penty, Reading Ability and High School Drop-Outs, New York: Bureau of Publications, Columbia University, 1956, pp. 23-37.

to point up the unreadiness of the non-reading pupil for true secondary school teaching, where reading and study are central to many segments of the curriculum.²⁸

However, Bullock is optimistic in his observation that progress is possible in learning through channels other than reading. Since these pupils are often successful in athletics or manual work of some kind, they are able to learn much from motion pictures, television, radio, magazines, as well as from their constant communication with other people. The teacher of slow-learners can well utilize these channels of learning.²⁹

One of the more recent procedures was adapted for working boys who attended school part time at Jackson High School, Jackson, Georgia. This was a vocational-educational plan designated as Diversified Cooperative Training and taught during the 1964-1965 school term. In describing this program, Jane Anne Settle reports:

The primary consideration in planning was the nature of the boys themselves--their age, abilities, jobs, interests, cultural backgrounds, and especially their immediate and continuing need to communicate effectively in and with the society of which they are a part.³⁰

The course, entitled "English in Your Life," was divided into three units: English and Your Job; English and Your Responsibility as

²⁸Harrison Bullock, Helping the Non-Reading Pupil in the Secondary School, New York: Bureau of Publications, Teachers College, Columbia University, 1956, p. 45.

²⁹Ibid.

³⁰Jane Anne Settle, "English in Your Life: A Workable Course for Working Boys," English Journal, January, 1966, p. 74.

Citizen; and English and Your Leisure. During the first unit:

. . . the boys talked, read, and wrote about jobs--the ones they had, the ones they wanted. Each boy gave an oral account of his job, including what he liked and disliked about it. Each boy also submitted a written description of his job, employing step-by-step chronological order.³¹

In addition, the teachers made use of pertinent magazine and newspaper articles, application forms, model job interviews, and had individual and group reports on such subjects as unions, Social Security, fringe benefits, and current labor legislation.

The second unit, "English and Your Responsibility as Citizen," took into account the fact that Georgia permits 18-year-olds to vote and some of the boys were registered voters. This unit was planned to begin in October to coincide with interest in the national election. At this time, the practice of the language arts was centred on the varied aspects of voting.

Magazines, newspapers, books, motion pictures, radio, television, and recordings were discussed and evaluated in the third unit, "English and Your Leisure." Miss Settle reports:

During one particularly lively period devoted to folk stories and ballads, the class was almost converted into a hootenany. The informality was intentional; this unit was intended to be an experience in leisure.³²

In concluding her article, the author expresses the reaction to the special course in these words:

³¹Ibid., p. 75.

³²Ibid., p. 77.

. . . there is reason to believe that 25 boys enrolled in "English in Your Life" discovered that English is a subject too meaningful, vital, and encompassing to be hemmed in by the covers of a textbook, the walls of a classroom, or the narrow mind of a pedant.³³

An important factor to consider in teaching ungifted students is that their attention span is usually shorter than average or above average students. Frank Ross explains how the teachers in his area combat this:

The teacher gives variety to each lesson by doing three and maybe four activities during a forty-minute period. The students may write for five minutes, read for fifteen minutes, have a buzz session on material read for five minutes, listen to or give a fifteen-minute panel discussion. There is plenty of variety and this is the spice of this life.³⁴

Well-Qualified Teachers

Those who are considered authorities in the teaching of English to the ungifted have some pertinent remarks concerning the qualifications of the teachers assigned to this field.

According to Leonard: "No one has ever said that good teaching is easy. Good teaching is individual teaching based upon a knowledge of human differences and individual potentialities."³⁵

Josephine Stopa summarizes the desirable characteristics of the teacher of the NE course in saying:

Teachers in the secondary school who have to deal with pupils who are retarded must be prepared to spend time and thought on the problems the individuals present, must have confidence in the

³³Ibid., p. 77.

³⁴Frank E. Ross, op. cit., p. 281.

³⁵J. Paul Leonard, op. cit., p. 21.

probability of succeeding but not be depressed by some apparent failures; and while isolating and dealing exactly with each fault which may be the cause of the difficulties, must try to widen and expand the outlook of the backward child so that he may develop into a person who has tasted success and knows that many things can be interesting.³⁶

To which Hankins adds that there is:

. . . a necessity for teachers suited by interest and temperaments who find satisfaction in working with these students and who combine qualities of firmness and understanding with a lively sense of humour.³⁷

Dutton comments on the important aspect of the personality of the teacher who is instructing the ungifted. He claims:

A teacher whose genuine interest in and respect for the slow learner manifest themselves easily and unmistakably can work wonders with at least most of his class. Giving the slow learner a little of the attention usually reserved for the average or bright teenager is another way that we can provide immediate rewards.³⁸

Finally, Frank E. Ross summarizes the attitudes that teachers should develop, when he writes:

The attitude of the teacher toward the student and toward the course determines whether all three will succeed. These, then, we have found, are the quartet of attitudes that help bring sweet harmony to the education of the disadvantaged child: let students know you like them and respect them; help students achieve some measure of success each day; give students a share in the conduct of the destiny of the class; evaluate the student on the basis of his present performance compared with his past performance.³⁹

³⁶ Josephine Stopa, "Reading and English," Teaching the Slow Learner in the Secondary School, ed. M. F. Cleugh, London: Methuen & Co. Ltd., 1961, p. 58.

³⁷ Gertrude Hankins, op. cit., p. 117.

³⁸ Joseph F. Dutton, op. cit., p. 271.

³⁹ Frank E. Ross, op. cit., p. 282.

These writers would seem to agree that the teachers of this course should be well-qualified in their knowledge of content and methodology and be particularly interested in the type of student registered in the non-examination course.

Summary

Several basic principles would seem to emerge from the research, observation, and experience of these recognized authorities in the teaching of English to the ungifted. These principles may be summarized as follows:

1. The English curriculum must prepare the ungifted students for their personal role in society and assist them in mastering the language arts to the degree required of them in their present and future lives. For example, emphasis should be placed on the aural-oral aspects of language, since these students will be called on to listen and to speak more than to read and to write.
2. Flexibility in materials and procedures should characterize the English curriculum so that individual attention can be given to every student and to every class according to specific interest and needs. An excellent example of this flexibility is demonstrated in the "English in Your Life" program taught in Jackson, Georgia.
3. Assignments should be modified for the ungifted students so that they do not find the work so difficult that it

becomes frustrating. On the other hand, these students must not gain the impression that their teacher assumes that they are incapable of senior high school level performance. It is important to develop in them a feeling of achievement and of confidence.

4. Since the poor performance of ungifted students at the secondary school level frequently stems from poor reading skills, teachers should direct their efforts toward improving these skills in their students by using some of the available reading aids, including those suggested earlier by Edwin Mingoia.
5. There are various channels of learning in addition to books. Among those that might be employed are: films, television, radio, recordings, bulletin board displays, buzz sessions.

Conclusion

This chapter has presented principles upon which such a course as English 30 NE should be based. The following chapters show how far these principles were observed by the teachers of the NE course and indicate the procedures by which they attempted to apply these principles knowingly or unknowingly, since they may not have been aware of the research which has been undertaken by those interested in the teaching of English to ungifted students.

CHAPTER III

ANALYSIS OF STUDENT POPULATION AND OF TEACHING LOGS

I. ANALYSIS OF STUDENT POPULATION

To determine whether or not the ungifted were, in fact, taking the non-examination course, a comparison was made of the scholastic ability of the students in the two courses. In order to eliminate, as far as possible, the inevitable variations obtained from different mental ability tests, administered by different principals, teachers, and guidance counsellors, the results of the Scholastic Ability Test, used by the Department of Education for the Grade Nine Departmental Examinations, were tabulated. Because of the number of students who transfer into the province during their senior high school years, percentile ratings were not available for the entire group. Records were accessible for 120 English 30-E and 61 English 30-NE students.

An analysis of the following graphs indicates that 75 per cent of the students enrolled in the English 30-E course ranked above the fiftieth percentile, while only 36.3 per cent of the NE students ranked in the upper half. A finer breakdown intimates that 32.5 per cent of the E students were placed above the eightieth percentile, as compared to 4.9 per cent of the NE students.

The evidence seems to indicate that, with few exceptions, the ungifted were properly registered in the non-examination course, and that the majority of those attempting the matriculation course had

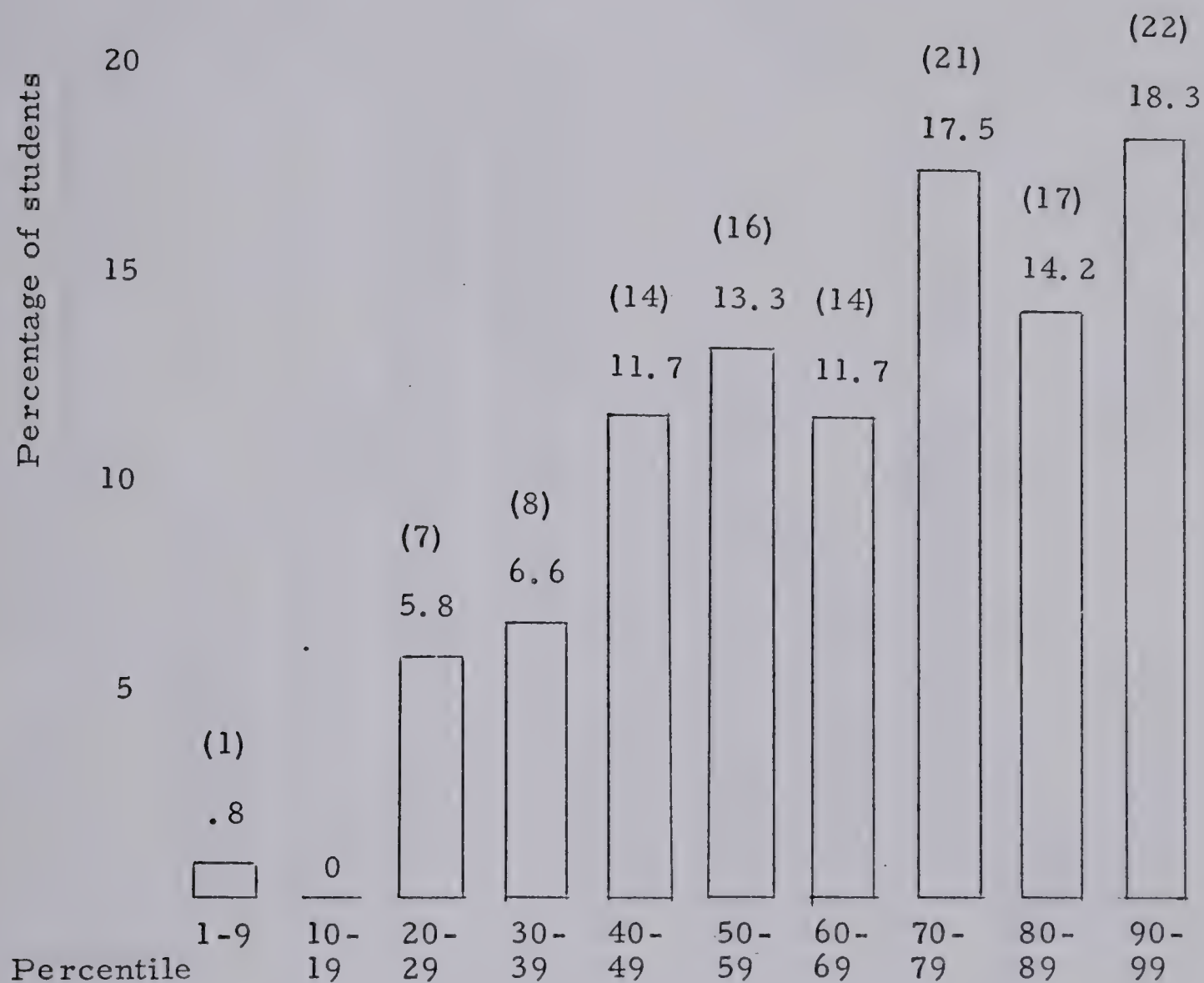


FIGURE 1

RATINGS ON SCHOLASTIC ABILITY TEST FROM
GRADE 9 DEPARTMENTAL EXAMINATION

English 30-E--120 students

Bracketed figures indicate
the number of students

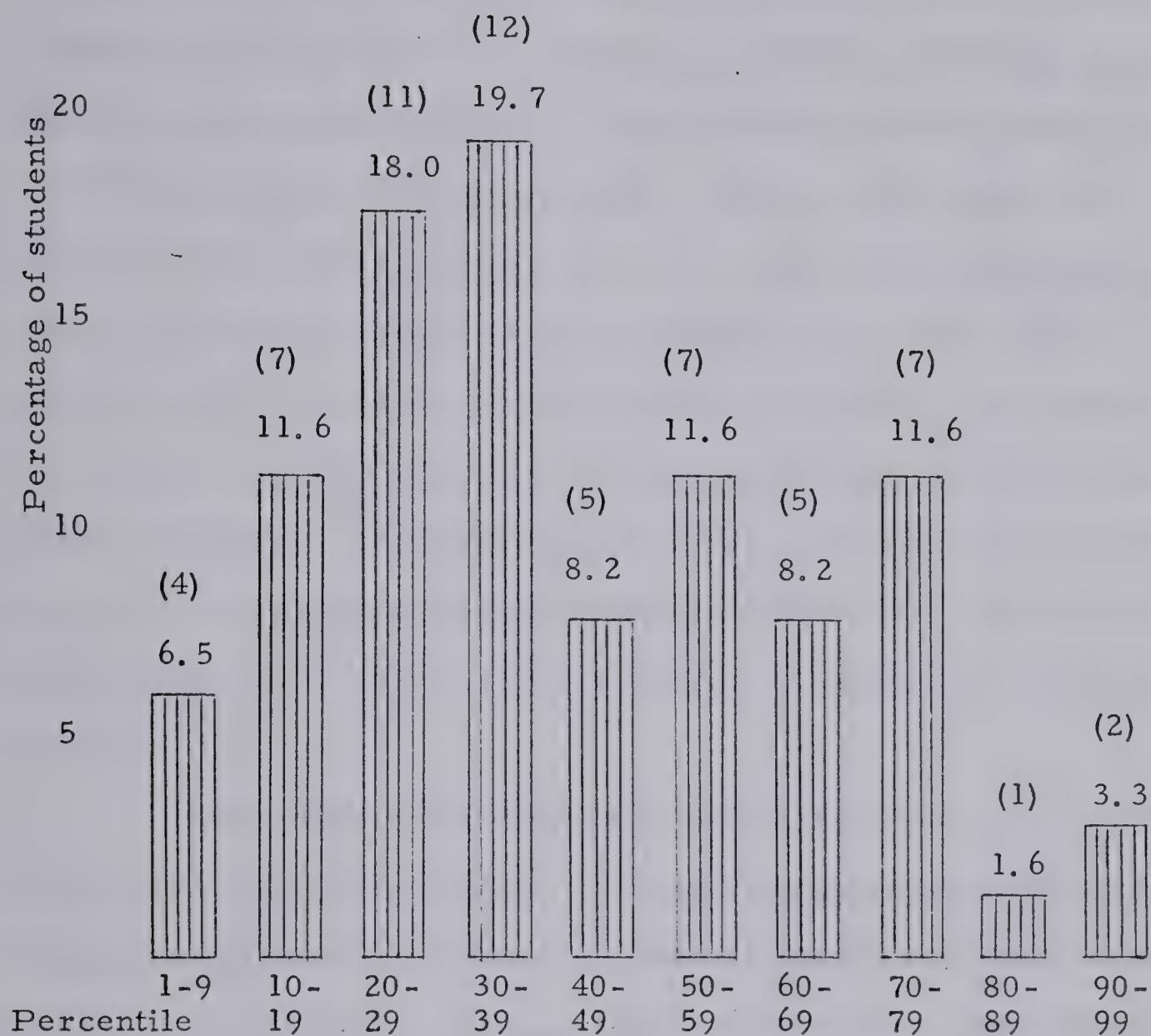


FIGURE 2

RATINGS ON SCHOLASTIC ABILITY TEST FROM
GRADE 9 DEPARTMENTAL EXAMINATION

English 30-NE--61 students

Bracketed figures indicate
the number of students

adequate ability to master it. A possible explanation for the enrolment of some students with high percentiles in the English 30-NE course would be that some of them were following the Business Education pattern to prepare them for work upon graduation from high school. Since they were not taking other matriculation subjects, they probably saw little necessity for English 30-E. The 11.2 per cent of the matriculation course students who ranked below the fortieth percentile would possibly represent that ever-present group who cannot be persuaded that they lack the basic ability to succeed in the matriculation pattern and who cling to this route for reasons of status rather than of education. However, teachers are well aware that the fault here lies, not as much with the students themselves, as with their parents who exert undue pressure on them to remain in the academic stream.

Since there is sometimes a discrepancy between scholastic ability and actual achievement, a second comparison was made to determine whether or not the low achievers in the English Language Arts were registered in the non-examination course. For this purpose, the Literature 10, Language 10, Literature 20, and Language 20 marks of the students involved were analyzed. Records of the Grade Ten marks were available for 133 English 30-E and 64 English 30-NE students. Grade Eleven marks were obtainable for 136 of the former group and 65 of the latter.

An analysis of the graphs of marks implies conclusions corresponding to those obtained from the study of the percentile graphs.

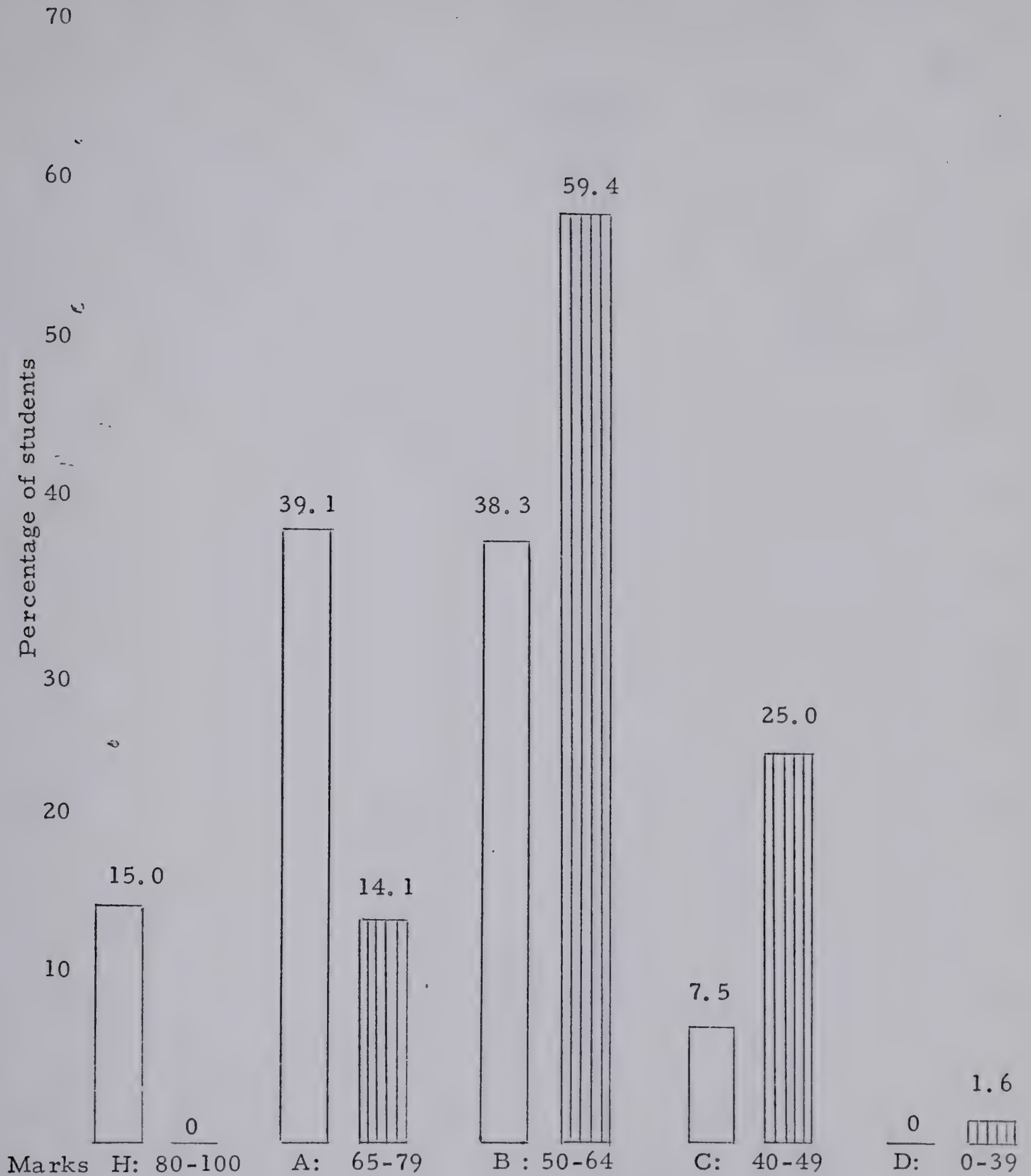


FIGURE 3

LITERATURE 10 MARKS

English 30-E

133 Students

English 30-NE

64 Students

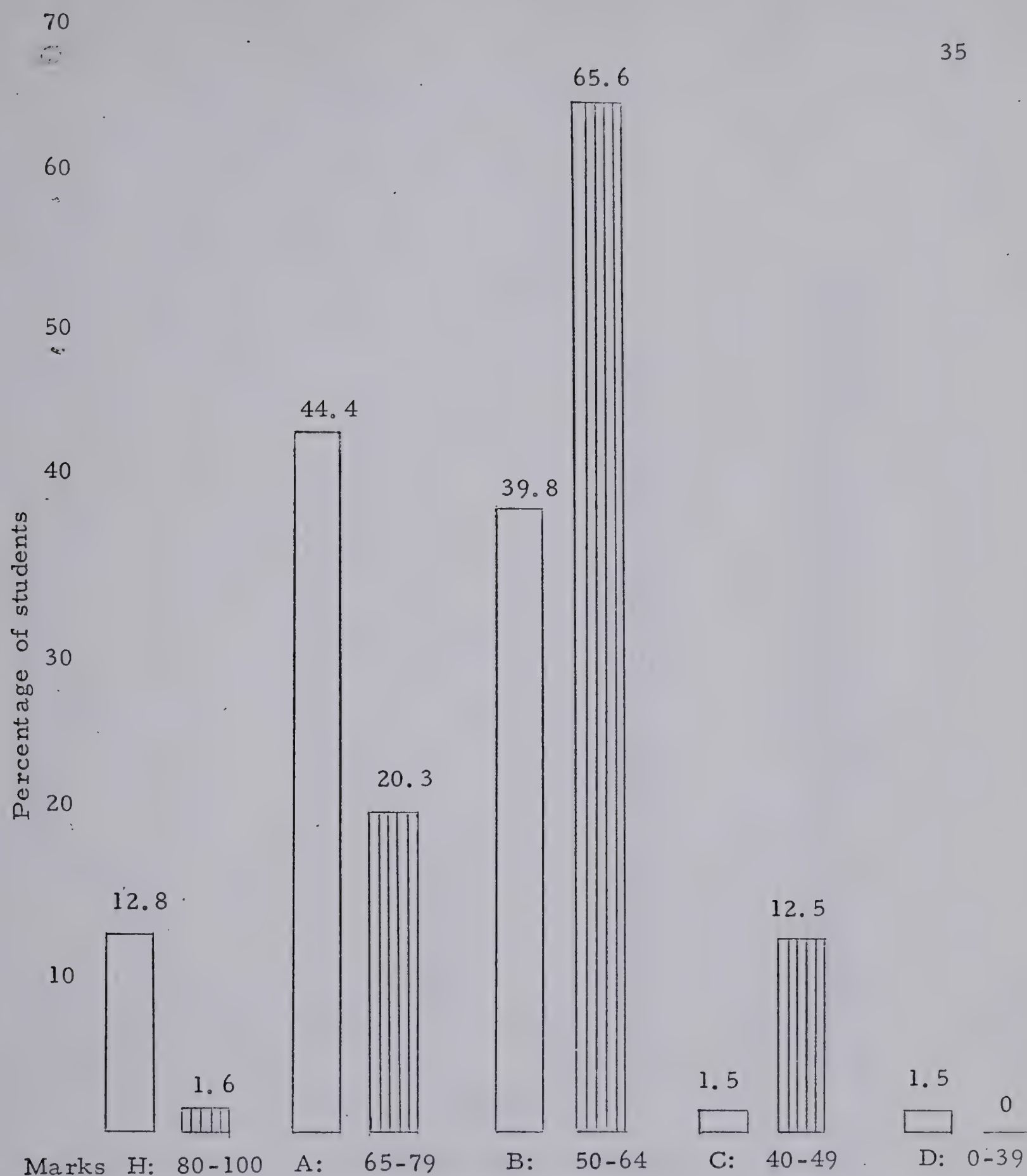


FIGURE 4

LANGUAGE 10 MARKS

English 30-E

133 Students

English 30-NE

64 Students

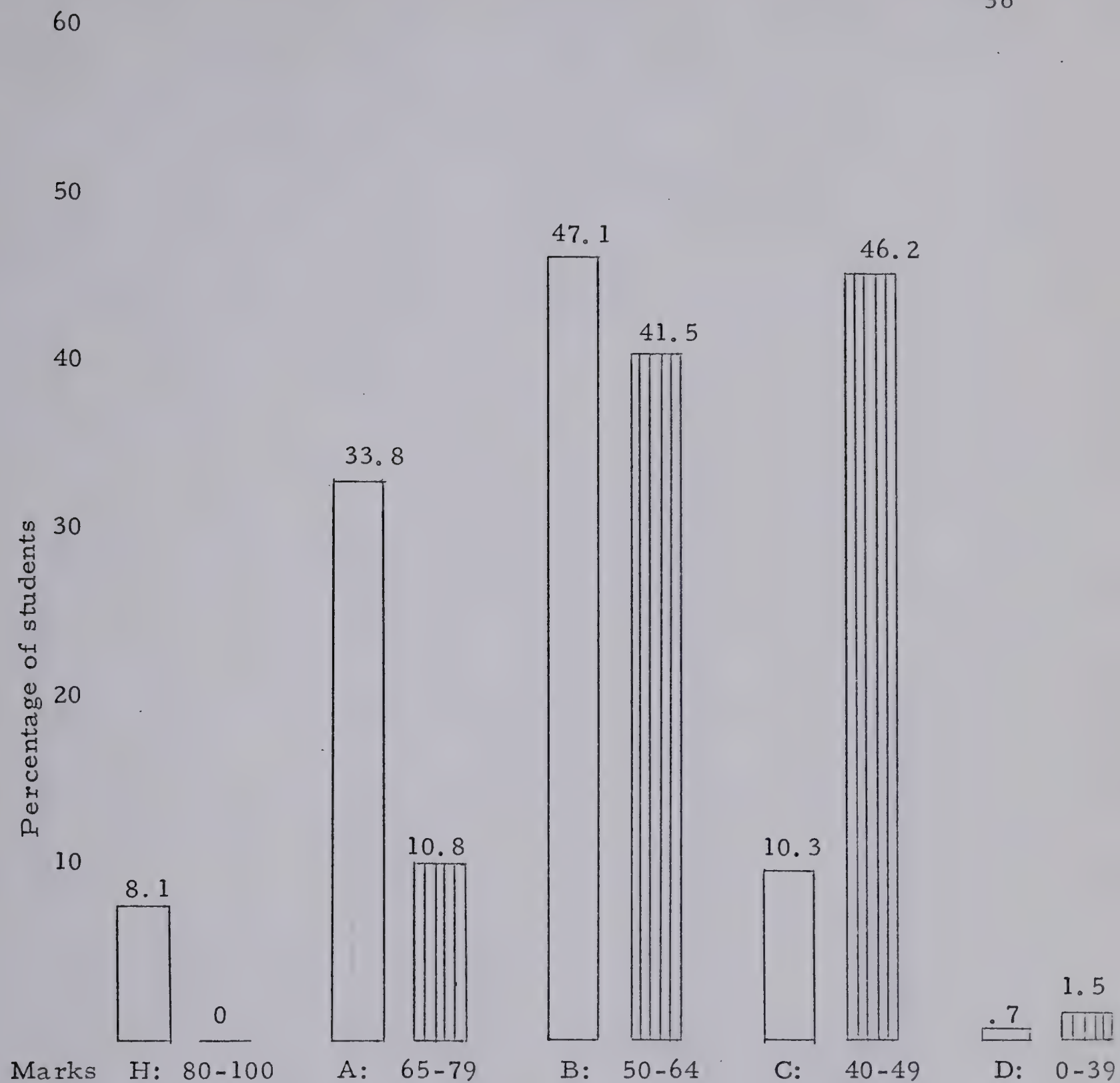


FIGURE 5

LITERATURE 20 MARKS

English 30-E

136 Students

English 30-NE

65 Students

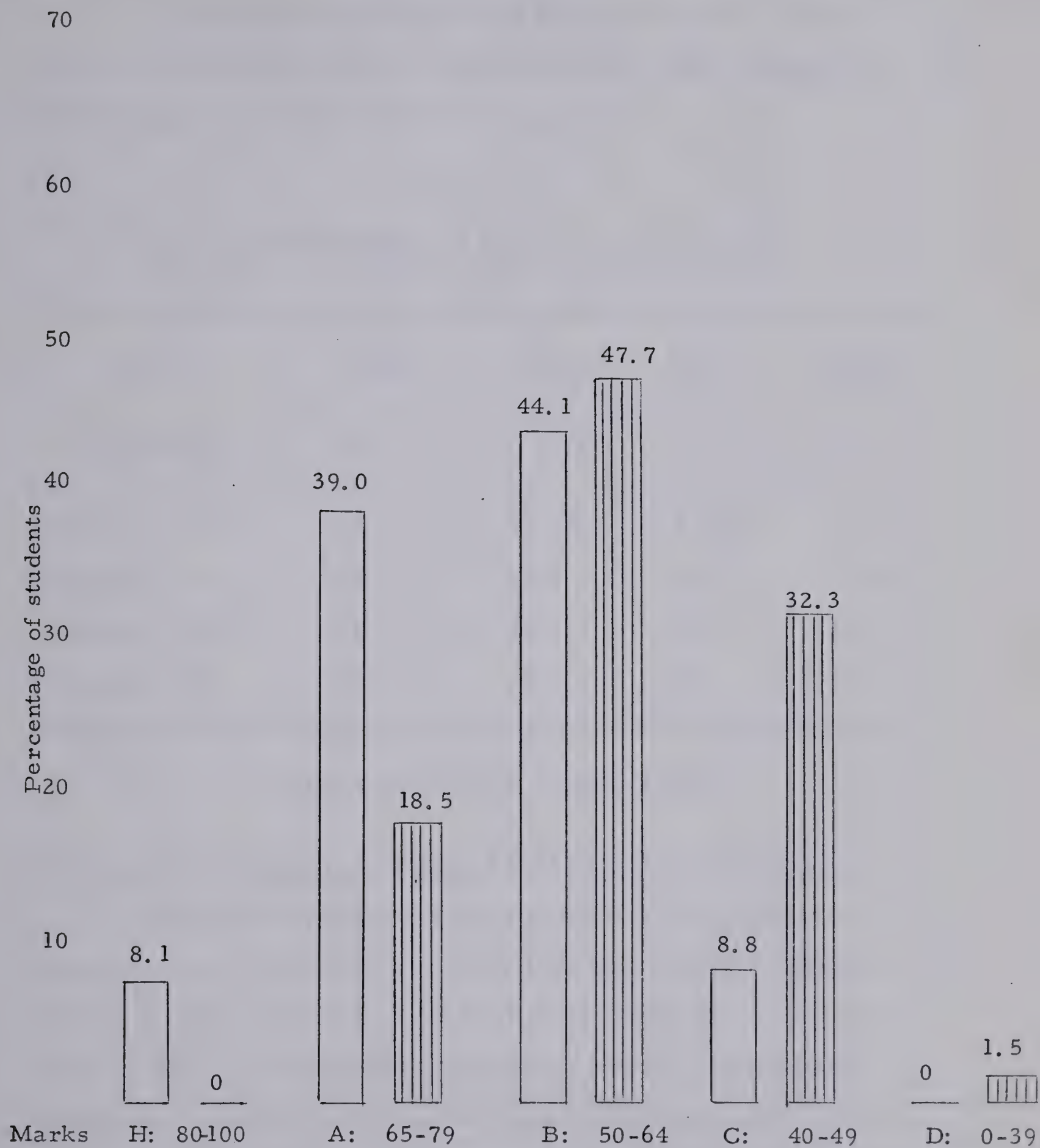


FIGURE 6

LANGUAGE 20 MARKS

English 30-E

136 Students

English 30-NE

65 Students

To summarize the analysis of past performance, Table I underscores the gradation of achievement in the study of English for these two groups, as indicated in the graphs.

TABLE I
PAST PERFORMANCE IN ENGLISH COURSES FOR
ENGLISH 30-E AND ENGLISH 30-NE STUDENTS

CLASS	Eng. 30-E	Eng. 30-NE	Eng. 30-E	Eng. 30-NE
STANDING	H or A	H or A	C or D	C or D
Literature 10	54.1%	14.1%	7.5%	26.6%
Language 10	57.2	21.9	3.0	12.5
Literature 20	41.9	10.8	11.0	47.7
Language 20	47.1	18.5	8.8	33.8

II. ANALYSIS OF TEACHING LOGS

Materials and Procedures Employed in the English 30-E Classes

Since this investigation was limited to a six-month term between January 3 and June 30, 1963, it is impossible to compare the treatment of every section of the English 30 course given by the five teachers who assisted with this research. However, the methods used in these matriculation classes do serve as a frame of reference for comparison with the methods exercised in the non-examination classes.

Poetry

In their teaching of the poetry section in the Thought and Expression textbook, the five teachers of the English 30-E course gave evidence of a belief that they had to discuss every poem as thoroughly as possible if their students were to be successful on the departmental examinations.

Every teacher began the study of poetry with a review of pertinent definitions and techniques. In one case the students underlined their texts according to teacher instruction and studied this theory in the evenings with oral testing the following day. The theory was underscored by references to various poems in the text. Three teachers distributed mimeographed notes; another used Wordsworth's "Daffodils" as a basis for discussion of poetic techniques, "since this poem contains so many figures of speech." Howard's Study Guide to Thought and Expression,⁴⁰ was employed more in the teaching of poetry than in the teaching of any other section of the course. The vocabulary outlines were cited as providing valuable help. In three classes, every student had a copy of the Study Guide, which is a workbook designed to assist the student in his mastery of the theory included in the Thought and Expression text, and in his interpretation of the literary selections. For this purpose, questions are asked and incomplete charts outlined which require the student to locate the answers in the textbook. Also included are the nationality and pertinent

⁴⁰Eva O. Howard, A Study Guide to Thought and Expression, Edmonton, Alberta. The Institute of Applied Art, 1962.

biographical dates of every author represented in the text; definitions of literary terms; and dictionary meanings of the more difficult words used in the various essays, short stories, plays, and poems.

Three of the teachers mentioned that students showed an initial general lethargy, even antipathy, towards poetry. However, these teachers' final entries in the teaching logs for this subdivision of the course indicated an encouraging improvement in attitude.

When students read poems aloud in class, few seemed able to do so with any degree of interpretation. One teacher assigned poems to specific students on the day before they were to be read and discussed. These better students practiced reading them in advance of the class hour and then performed creditably.

"Ode to the West Wind," "Andrea del Sarto," "Lycidas," and other lengthy, more difficult poems were initially selected for discussion. Some information pertaining to the author's life, or background knowledge relating to the poem itself was given to the class prior to the detailed analysis afforded the lengthier poems. This analysis was directed at both content and form. Two teachers made extensive use of work sheets to guide the students in their personal preparation for the class discussions. Where possible, the poems were subdivided into sections or themes to aid the students in their comprehension of them. After teaching "Lycidas," one teacher recorded this opinion: "Rather low interest due to the difficulty of the poem. Too pedantic to suit modern youth, but some regard for Milton's poetic genius and extensive knowledge."

Since the Edmonton Separate School System administered common examinations, that is, examinations written by all English 30 students throughout the Separate School System at Easter, and since the English paper was designed to test the entire course, four teachers dealt with the more difficult poems first, and assigned the easier ones to the students to prepare for themselves before the examinations. One or two periods were then allocated to give the students an opportunity to present difficulties for clarification. After Easter, all poems not previously taught were given intensive treatment. Most of the students made notes as the lessons progressed. The fifth teacher was able to complete the poetry section prior to the examination.

One teacher required all students to read The Barretts of Wimpole Street as an introduction to the poem, "Andrea del Sarto." Another drew a detailed parallel between Shakespeare's soliloquies and Browning's dramatic monologues. One class was so thrilled with "Andrea del Sarto" that when the discussion was concluded they requested, "Let's not leave it! Please read it again!" No doubt it was the poignant representation of humanity with its concomitant human problems, its strengths and weaknesses which appealed so strongly to these students.

Because the final examination in English 30 frequently asked students to compare two poems with reference to content and technique, all teachers drafted such a comparison with their students. In some cases a pair of poems used on past examination papers was used and copies of the model answers given to indicate to the students

the range of particulars which is expected. One teacher claimed: "The first attempts were quite inadequate. The pupils were astonished at the detail in the examination key." Work sheets were particularly appreciated by the poorer students since these sheets gave them something specific towards which to work and assisted them in subsequent reviews.

The procedure carried out in one group after the Easter recess was to discuss the shorter poems in class periods. At the same time specific areas were assigned (e.g., short stories, essays, Hamlet) for review in the evenings. The teacher felt "this helped to prepare the students for the June Examinations."

Language Techniques

Two teachers reported their review of Language Techniques. One accorded two weeks to vocabulary exercises, sentence corrections, and punctuation drills.

This teacher used essays: "The Problem of Going to College," "Some Advice to Writers," and "A Note on the Essay" for vocabulary purposes with multiple choice exercises similar to those given on departmental papers.

A series of sentences, all requiring correction or improvement, was drafted, using the alphabetical arrangement in the Index section of the authorized language text, Guide to Modern English⁴¹ by

⁴¹Richard K. Corbin, Porter G. Perrin, Earl W. Buxton,

Corbin, Perrin, and Buxton. The pupils were encouraged to correct the sentences without reference to the text, if possible. When in doubt, they were to look up the item in the Index to find the correction. The teacher claimed: "In general, the corrections showed considerable insight and the pupils seemed to profit by having to look for the solutions to their own problems."

Concerning the exercises on punctuation, the teacher recorded: "Although there was little interest exhibited in the exercises on punctuation, the students were aware of the necessity of such drill, in view of the errors they had made on the English 30 papers at Easter."

The second teacher assigned a portion of the Index section of Guide to Modern English for study every night for one week. Then the students were given twenty-five page mimeographed booklets containing grammar rules and exercises. When these exercises were corrected, reference was made whenever possible to the pertinent section in Guide to Modern English. According to one teacher: "The students are rather appalled at their lack of knowledge of correct grammar."

It becomes very evident that the teachers spared no effort to ensure the students' success on the final examinations.

Essay-Writing

The number of major essays required during the course of

the academic year varied from four to eight. When their essays were returned to the students after Easter, one teacher made arrangements for personal interviews with each student to discuss his strengths and weaknesses. The comment in the teaching log was: "There was varying interest in this procedure, depending generally on the individual student's results. It would seem that poor pupils are never anxious to realize how poor they are."

Leisure Reading

Two teachers reported on their treatment of the leisure reading program. In one teacher's class the students read prescribed books. While ten books were read by every student, written reviews were submitted for eight books. These reviews were marked by the teacher. Since these books were prescribed, e. g., a play, a biography, a book of setting, etc., specific questions could be asked.

Another teacher required the members of the class to read either Jane Eyre, by Charlotte Bronte, or Great Expectations, by Charles Dickens, during the Easter holidays. When school reconvened a detailed discussion of the two novels was conducted with emphasis on the strengths and weaknesses of the plot, characterization, and verisimilitude. The teacher reported a very high interest in the lively class discussion of these novels. This class subsequently completed the specified ten book reports.

Essay-Study and Short Stories

Four classes had completed their study of the essays, short

stories, and one-act plays in the Thought and Expression text before the teaching logs were begun. However, one teacher did handle these sections of the course after Christmas and consequently included them in the weekly records from February 16 to March 20.

All the essays were read in class with stress on style, vocabulary, and comprehension of difficult passages. Howard's Study Guide to Thought and Expression was considered valuable by the teacher in this section. This class particularly enjoyed "The Vision of Mirza." Many of the short stories were read privately by the students in preparation for class discussion, although "Top Man" was read completely in class. An introduction to each story was given by the teacher to prepare the students for the mood and theme of the story. One of the main features discussed in each short story was the viewpoint of the author.

One-Act Plays

Two teachers presented the one-act plays during the January to June period of this investigation. One teacher taught the plays thoroughly, the setting, characterization, plot, climax all being dealt with in each play. There was no actual dramatization, although some of the better readers participated in dramatic readings.

The second teacher introduced the one-act plays in March with mimeographed materials summarizing the chief details in the history of drama, the structure of a play, and the various types of drama. Prior to any comments on specific plays, a review was held

of the exposition, rising action, climax, and denouement of the short story. A comparison was then made of the two genres with reference to "The Devil and Daniel Webster" and "The Monkey's Paw." There ensued an intelligent appraisal of the changes the playwright must make to adapt a short story to the stage. In these and the remaining plays, students were assigned parts for dramatic readings. According to their teacher, the drama section was very much enjoyed by these pupils.

Shakespearean Drama

All the teachers who kept weekly logs to assist with this investigation, reported their treatment of Shakespearean Drama. Hamlet was taught in two of the English 30E classes, Macbeth in the remaining three.

One class was required to read the play during the Christmas holiday, with no preamble given by the teacher who felt that this procedure was necessary to prepare the students for university classes where this method is followed. This same teacher played recordings of Hamlet before any explanation or discussion took place. This technique was used rather than the customary reversal in the hope that the students would be encouraged to read or listen to other Shakespearean plays without feeling that advance explanation is required. The animated discussions which followed the recordings showed the students were thinking deeply in the realm of human motivation. Reference was constantly made to Hamlet's "antic disposition," his apparent

delay, and his claim to heroism, so that the students would ultimately formulate their own conclusions.

The other teachers did not require advance reading of the Shakespearean play but preferred to commence with the reading in class following an introductory lesson on the life of William Shakespeare, the Elizabethan theatre with its various acting areas, and the historical Hamlet or Macbeth. One teacher objected to the particular edition of Hamlet supplied by the textbook rental system:

I feel the Kittredge edition is not the most suitable for students at this level. The introduction and text notes are too detailed and scholarly. Kittredge is designed more for Graduate Students in English: deep problems, philosophical theories, etc.

Mimeographed notes and work sheets were distributed by all teachers to assist in the understanding of plot development and characterization. One class kept individual characterization logs, scene by scene, of the characters in Macbeth. Every Friday a test was administered to this group. These tests included the recognition of important passages and analyses of speeches and pivotal scenes. These students were required to individualize key scenes by giving them titles and stating the objectives as though these scenes were short plays in themselves. All classes drafted character sketches of the most important personages in the play. In three classes, dramatizations of notable scenes were conducted, with the better readers participating. The amount of memorization varied from one class which was required to learn the dagger scene in Macbeth to another group which committed Hamlet's seven soliloquies to memory.

Audio-visual materials were valued by the five teachers and their students who felt the main issues of the play were well underscored in this medium. The recordings of Macbeth were employed by three teachers as a culmination to the lectures and discussions. The Encyclopedia Britannica films of Hamlet: "The Age of Elizabeth," "What Happens in Hamlet," "The Poisoned Kingdom," and "The Readiness Is All" were considered of invaluable assistance to the two classes that viewed them. In addition, one teacher procured slides and photographs of the Hamlet production at the Festival Theatre in Stratford, Ontario. As these were shown, the personalities and costumes of the various characters were discussed. Very high interest was displayed, because the students had already formed mental pictures of each character and thereby reacted in various ways when the pictures were shown.

In general, great enthusiasm was exhibited by the majority of students during the teaching of Shakespearean Drama. At noon hour one day, one class staged a farce parodying many aspects of Hamlet. The response from the other Grade 12 students indicated that the play had indeed been a favourite.

To prepare their classes for the eventual departmental examinations, all teachers spent considerable class time correcting Christmas and Easter examinations and clarifying misconceptions. Former departmental examinations were assigned, sometimes as open book tests, sometimes as actual test situations. The keys were used to assist in determining model answers, since the students, in

some cases, showed what one teacher termed "a definite aversion for full sentence or paragraph answers."

Influence of the Departmental Examinations on the Materials and Procedures Employed in the English 30-E Classes

The enjoyment which could be possible in a senior English course seems to have been mitigated by the constant shadow of the final examinations to be administered by the Department of Education.

With the exception of the one class which read The Barretts of Wimpole Street, and another class which read Jane Eyre or Great Expectations, there is no evidence in the teaching logs that the students were required or encouraged to delve into any literary selections beyond those prescribed for the English 30-E course. On the other hand, every teacher taught, as thoroughly as possible, every essay, short story, play, and poem in the Thought and Expression text.

There is much evidence that the teachers worked diligently to prepare their students for the type of English examination administered at that time. These efforts were manifested in the mimeographed notes used to clarify difficult sections in the textbook; in the twenty-five page booklet of grammar rules and exercises; in the underlining, under teacher direction, of the theory contained in the text; in the use of Howard's Study Guide to Thought and Expression; and most obviously, in the drafting of model answers to the questions on past examination papers.

A study of the June, 1962 English 30 departmental examinations

indicates why the emphasis of the English 30-E teachers was directed in the manner previously outlined.

The English examination was comprised of two papers: Part A, a three-hour paper with a total value of 550 marks, and Part B, a two-hour paper valued at 250 marks and restricted to the writing of an original essay.

Part A was divided into four sections: Poetry, Prose, Drama, and Language Techniques, with maximum values of 115, 220, 115, and 100 marks respectively.

The Poetry section was composed of three parts. First, an excerpt from Tennyson's "Morte d'Arthur" was reproduced and ten items such as the following listed for identification: poetic form of a noun, metonymy, auditory sensory image. The second question required a comparison of the content and form of two poems. The last question asked for the meaning of excerpts of poems included in the prescribed text.

A vocabulary exercise, in which the word or words most closely approximating in meaning the underlined words in sentences selected from Thought and Expression, comprised the first section of the Prose division of the examination. This was followed by an extract from an essay not included in the prescribed textbook. Questions of interpretation were asked on this excerpt. The student's knowledge of style analysis was examined next when he was required to study ten quotations and to identify the use of ten items such as balanced sentences, irony of situation, hyperbole, and literary allusion. There

followed a synopsis of the first part of a story in the student's text-book. The question asked for the mental point of view in the story; the reason why this point of view was employed; the distinction between individual and stereotyped characters; and identification of the climax and denouement.

The first questions on Drama permitted the student to refer to any one of the one-act plays in Thought and Expression. He was required to tell how the stage is set when the curtain first rises on the play, and to identify and comment on the opposing forces, theme, and climax. To test Shakespearean Drama, forty-five and sixty-five line excerpts were reproduced from Macbeth and Hamlet respectively. The questions on the former were concerned with the motives and behaviour of Macbeth, Lady Macbeth, Malcolm, and Donaldbain. The students who had studied Hamlet were required to show how the selected scene grows out of the previous one. The character traits motivating the behaviour of Polonius, Claudius, and Hamlet were to be indicated by direct references to the passage quoted. The final question on Hamlet asked where the next scene would take place and which actors would appear in it. The Drama section concluded with a sight passage from King Lear. The student was required to paraphrase a speech of the fool, then to explain why the fool spoke in prose rather than in blank verse. The third question was based on the mood of a tragedy while the fourth and fifth questions asked for a comparison with Hamlet or Macbeth in relation to prose passages and tone.

The Language Techniques section was in three divisions. The

first required the student to examine a paragraph from an essay which is not in Thought and Expression and to select various devices contributing to its informal English; to identify a periodic sentence; to distinguish between the uses of a word; to state the two purposes for which the comma was used in one sentence; and to justify the use of a semicolon. The second division in Language Techniques required the student to rewrite sentences to alter the sentence structure, while the last questions required the rewriting of sentences so that they would classify as formal English.

This June, 1962 English 30 examination immediately preceded the academic year during which the investigation described in this thesis was conducted. From the analysis of the teaching logs and of this examination, it would appear that the materials and procedures employed by the English 30-E teachers were governed to a considerable extent by the responsibility these teachers felt for preparing their students for a similar departmental examination in June, 1963.

Materials and Procedures Employed in the English 30-NE Classes

Were there, then, any significant differences in the five classes which were freed from all external factors; where the teachers were, in effect, authorized to structure their own courses, to examine their own students?

Poetry

The introduction to the study of poetry varied in depth of detail from class to class. In one class, the differences between

poetry and prose were discussed, with only a brief reference to figures of speech and literary techniques. The students in this class chose Wordsworth's "Daffodils" as the first poem to be studied because this selection was already familiar to them and adapted well to analysis.

In three classes, a very particularized introduction included a review of metres, figures of speech, stanza forms, and rhymes, with guided study of the glossary of terms on page 333 in the Thought and Expression textbook. The group of non-examination pupils who were taught in conjunction with a matriculation class, were tested on this theory at the end of the first week.

One teacher drafted a chalkboard outline organizing the characteristics of poetry under two main headings: artistic language (form) and emotional or imaginative appeal (mood). These main features were then illustrated by means of combined oral reading by teacher and students of selections such as "Sea Fever," "Mad Dogs and Englishmen," "The Patriot," and "Tarentella." This teacher claimed: "The pupils thus gained an experimental as well as intellectual awareness of the two characteristics of poetry." On the next day the teacher outlined the various elements which contribute to produce artistic language. An assignment to be completed by the end of the week required the class to "list and briefly explain the 9 figures of speech; 6 rhythms; 8 metres; 6 rhymes; 4 stanza forms." It is obvious, then, that a wide diversity of opinion existed as to how detailed the presentation of theory should be in this course.

Again, the teacher who had a combined examination and

non-examination class, was compelled to teach "Lycidas," "The Vision of Sir Launfal," "Morte d'Arthur," and "Andrea del Sarto," but recorded: "These selections were too difficult for the English 30-NE group, but after detailed study, summaries of average quality were returned." Two teachers taught these poems voluntarily with some degree of success, while two others omitted them entirely and restricted themselves to the less difficult selections.

In one class, the poems to be studied were selected, in large measure, by the students. To their choice the teacher added those which illustrated a similarity or contrast of subject matter and/or treatment. When the students chose "An Old Woman of the Road," the teacher also taught "Erosion," "Onandaga Madonna," and "The Corn Husker." In this way, the class members themselves took some responsibility for the structuring of their course. The discussions of these poems then centred more on content, point of view of the author, and references to contemporary situations rather than on literary form.

Workshops were held in one school with two or three students cooperating to contribute their ideas on the theme, mood, content, and form of two poems which they had previously selected. The secretary for each group compiled the information and presented it to the entire class in subsequent periods. Those students with European backgrounds gave interesting comments on tinker women and on war conditions. However, student opinions varied on the success of this procedure. The better students enjoyed the procedure and were anxious to repeat it but the poorer students voted against this method.

Two teachers played available recordings of poems such as Browning's "Andrea del Sarto" and Shelley's "Ode to the West Wind."

One of these teachers reported:

It was felt that the students experienced considerably the spirit of the latter poem, but received little intellectual understanding. I did not dwell on an intellectual explanation because I felt the class would not be interested.

The film, Life of Longfellow, was presented to one group as an illustration of the emotional and imaginative quality of poetry. The film, English Lyrics, would have been preferred by the teacher, but it was not available at the time. The following comment was recorded:

As a result of this film presentation, the students came to the realization that the appeal of poetry can be powerful enough to force many to forsake other careers for it. As a follow-up, the class was required to write a report on Longfellow's life.

The use of these recordings and films coincides with A. J. Beeler's recommendation to employ demonstration and "seeing" devices.

After several poems with a love theme had been discussed, one class was requested to choose the poem which appealed to them most and in a paragraph to be submitted for marking, to tell why it was preferred and what made it realistic.

Two teachers reported that the majority of their pupils enjoyed the scansion of lines of poetry and were comparatively successful in their scanning.

Frequently every teacher in this group introduced a poem by imparting some knowledge of the poet's life or pertinent background information of the poem itself. The poem was then read by the teacher

who conducted an analytic discussion. The students displayed interest in the personal lives of the poets, but one teacher claimed: "Little interest is aroused in the philosophical ramifications of the poems. The story line is of much greater importance to these students."

To culminate this section, one teacher asked the members of the class to select any poem which definitely appealed to them, from any book or magazine. They were instructed to copy all or a part of it on looseleaf paper, then to illustrate the page in any way they might wish. A statement was to be included to indicate the predominant sentiment and the source of appeal. The individual pages were then compiled to form a book of Poems We Enjoy. The teacher wrote in the teaching log, "The students showed a pride and pleasure in this enterprise."

Language Techniques

Only one teacher reported any extensive use of the Guide to Modern English text. The exercises which required the combining of thoughts into simple or complex sentences were completed. Then the paragraphs which the students had written as an assignment during their study of the novel, were re-written to apply these principles.

Essay-Writing

The number of lengthy essays of 400-500 words assigned to these classes in the course of the year varied from one to four essays, but paragraphs were required every two or three weeks. The latter were connected in some way with the literature being studied at the

time, referring to plots or characters in novels and plays and interpretations of other literary selections.

The Novel

The five teachers of the non-examination classes described their experiences in the teaching of the novel. Since the English 30-E course did not include a novel for study, this is one area in which there was sharp deviation from the English 30-E course. Since there was no prescribed syllabus, the teachers were free here, as in the other sections of the course, to select novels which they personally felt would appeal to and benefit their students.

One teacher assigned David Copperfield for student reading. No class discussion was conducted, but mimeographed notes on the novel were distributed. Therefore the amount of benefit or enjoyment derived was completely dependent upon the individual student's personal insight and preference.

More than two weeks were allocated in another class to the study of Lorna Doone. Although it was initially intended that the novel be read in class, all but one student had finished the reading of the book before the scheduled time. Duplicated notes on setting, theme, character, and plot were studied. Then specific questions on selected chapters were assigned for home study. Since this group was combined with a matriculation class, two extra periods per week were taught to the NE students. It was during these supplementary classes that the answers to these questions were discussed.

A third teacher introduced the study of Ben-Hur by assignments requiring a definition of a novel, the distinction between a short story and a novel, the values to be gained from the reading of novels, and a sketch of Lew Wallace's life. The reading of the novel was done in class by the teacher with occasional brief oral comments, explanations, and questions. Homework assignments were given on an individual basis, with the student presenting a brief oral summary of his specific topic. The teacher reported that:

The interest was generally high in all sections where plot predominated and in some scenes where character was delineated. Interest was very low in descriptive sections. The problem basic to the Jews--that they were forced to accept the fact that the Messiah was not a political, majestic type--was almost overlooked by the class, and did not evoke much sympathy. The class considered the book 'a good one, worth reading,' but thought it a disappointment after viewing the film, Ben Hur.

The teacher was convinced that this was not the best choice for a non-examination class if only one novel is to be taught because it is too difficult to find parallel situations in modern life. To conclude the section on Ben-Hur, the teacher assigned separate topics to groups of five or six students who subdivided their topics, discussed them in the type of buzz sessions advocated by Dr. Carlsen, wrote individual accounts, and then prepared summaries for the entire class. The instructor considered that, for the most part, the treatment given these topics was far too superficial; that the students had not really penetrated the problems or situations in the novel. However, in all, considerable value was derived from the reading of this classic.

As part of the leisure reading program, this same teacher

had, earlier in the term, assigned an essay entitled, "Verisimilitude in the Book Just Read." The students had been given a mimeographed page outlining the ways in which verisimilitude could be achieved in a novel and the reasons why some stories were unrealistic. For about seven minutes, the topic was discussed when the essay was assigned. After the essays had been graded, the instructor wrote: "I am disappointed with the results of these essays because their inability to analyze a novel is so apparent. Possibly more preparatory assistance should have been given." Four of the better essays were read to the class to emphasize in particular the internal unity they possessed, and also to show how they lacked compression of expression. Possibly after their detailed study of Ben-Hur, the students might have performed more creditably on such an assignment.

Two teachers presented Paton's Cry, the Beloved Country to their classes and both were very gratified with the results. The first teacher considered class discussion the primary objective:

This was a very successful part of the course. The novel was studied with the goal of trying to get a better understanding of the people in that part of the world. There was continually during this section an attempt to compare what was happening in Africa to the situation in the southern U. S. The reasons behind both problems were discussed and suggested remedies were given. An excellent novel.

The second teacher spent a total of five weeks in the treatment of Cry, the Beloved Country. Pertinent geographical and historical information was imparted first. Initially, both teacher and students read orally, but eventually the teacher did all the reading because of the students' inability to read well. In the beginning there was little

enthusiasm shown but gradually it increased to the extent that pupils asked to take the books home to complete their reading of the novel. Pronunciation bookmarks were made by the class to assist with the native proper names. A recording of the Congolese Mass, Missa Luba, was played to impart the typical expression of feeling of the Africans. In discussion, the students applied the principles of discrimination to the Canadian scene. A homework assignment required a descriptive paragraph depicting any place mentioned in the novel. Some of those selected were: shanty-town, the prison, Kumalo's church and home. A test on the novel included the following:

1. Write a character sketch on any person in the novel, Cry, the Beloved Country.
2. You are on the mountain above Ndotsheni. Describe the scene as you expect it to appear two years after the close of the novel.

After marking the test, the teacher made this entry in the teaching log: "Re test: Almost all seem to have grasped the significance of the novel." Since mechanical errors were still too prevalent in the written work, corrections were subsequently made on the chalk board. Once again, this principle of calling attention to errors made in the students' own work is underscored by Dr. Carlsen.

Short Stories

Only two teachers dealt with the Short Story section of the course after December. One gave two reasons for the cursory look

taken:

1. to permit a comparison with a novel;
2. to justify a short story question on the spring examination.

An introduction of the theory included the four main types of short story and an explanation of terms such as theme, setting, plot development. Teacher and students both read the stories in class. Oral questioning followed on such topics as: type of character, realism of the character, the problem, realism of the problem, the way in which both character and problem might be met in contemporary living. The only stories which awakened much enthusiasm in this class were "The Doll's House" and "The Devil and Daniel Webster."

The second teacher introduced this section by lowering the window shades in the classroom and lighting two candles to simulate a fireplace. He then sat on the window ledge and told a story--dramatically. The members of the class were eager to take turns telling their own favourite stories. This very enjoyable enterprise was followed by an analysis of "The Pit and the Pendulum," in conjunction with a set of notes on the short story. Since many students had seen the film version of this story, they participated well in the discussion. After notes were read on the various types of short story, a recording of Poe's "The Gold Bug" was heard to decide what type of short story it is. Several students then retold the story in their own words. It became the regular procedure for one student to remain after school hours to tape-record the next short story to be studied. The following day, the students read in their texts while the recording was played. Intense interest

was generated here, particularly on the part of the readers, who felt a sense of importance in having prepared the lesson for their fellow students. A considerable amount of time was given to vocabulary building in this section. Guide questions were outlined to assist in the comprehension of the various stories and to aid in the oral discussions which were considered of vital importance by this group's teacher. The success of this entire unit proves the wisdom of Mr. Beeler's insistence that oral expression is the chief aim of instruction for the ungifted and that teaching procedures must constantly be directed towards involvement in spoken language.

Spelling

To the class which had two additional periods a week separate from the matriculation students, formal spelling lessons were given, using Nancy J. Bowden's text, Basic Spelling for High Schools. Since the majority of the students were preparing for secretarial positions, they were very eager to improve their spelling skills. In every case, the students had completed more exercises than could be corrected in the class periods.

Correction of Written Work

Three of the five teachers recorded the use of class periods to discuss the errors made on the Christmas and Easter examinations. In one case, a list of the spelling errors was compiled for study. These spelling problems revealed an ignorance of the basic rules in addition

to a pervasive carelessness to which the pupils pleaded guilty. Teacher and pupils made plans to study the correct forms of these spelling errors.

Another teacher used an opaque projector for criticism of the December examinations. As the image of the actual papers was projected on the screen, the need was revealed for greater care, particularly in the mechanics of written English. After the March examinations these students used their texts in home assignments to correct their answers. The teacher felt their sentence structure was improving but interpretation was still very weak. In fact, this classic answer was given, pertaining to a sight passage in poetry, "This is not good poetry because I had to read the verses two or three times before I could understand them."

One-Act Plays

The study of drama was given extensive coverage in the non-examination classes since student involvement is more possible in this medium. The time allotted to the plays in the Thought and Expression text varied from two weeks to one month but in every case all the plays were dealt with after the theory of drama was reviewed. In one instance, the historical background of the drama was given. As recommended by Paul F. Ebbitt, the students enacted the roles in every class and in one, stage props were used for the reading of "The Rising of the Moon." In another, sound effects were employed during the presentations. The teacher of this class deplored the insufficient

expression in the student reading and the general inability to see in the plays anything deeper than the surface plot. Since one of the schools was producing a three-act play at this time, an attempt was made to correlate the drama theory with this production.

Three-Act Plays

Shaw's Pygmalion was enjoyed by the two classes by whom it was studied. One teacher required the students to investigate the legend of Pygmalion and Galatea and also to write a brief report on the life of G. B. Shaw. In both classes, the students impersonated the various characters. One instructor was disappointed because "much of the humor was missed" while the other claimed that "the students failed to grasp at least fifty per cent of the playwright's philosophy." However, the students did enjoy this drama, even though they were utterly dissatisfied with the conclusion. As a followup, character sketches of Higgins and Liza were drafted and consideration given to their suitability for marriage to each other. To culminate this activity the recording of My Fair Lady was played, but according to the teacher it was "enjoyed more for its emotional value than its musical or intellectual excellence."

Shakespearean Drama

Four teachers recorded in their weekly logs their experiences in presenting Shakespeare's Macbeth to their non-examination pupils. If this play preceded the teaching of the one-act plays, some discussion

was held regarding the art of drama and the theatre. Before the reading of the play all teachers presented pertinent facts in the life of William Shakespeare.

In two instances, the teachers gave a preview of the plot before the play was read. This helped to overcome the language barrier when they began the actual reading of the Shakespearean play.

No success was reported in student reading of scenes in Macbeth. In every case the instructor eventually had to read all the parts. One teacher claimed the students were quite passive, although apparently enjoying the play. On the contrary, a second teacher declared that the class was never passive at any time during this whole section.

Every teacher played recordings of the play and this procedure apparently sparked the most interest. Mimeographed notes were supplied liberally, giving a summary of each act and scene, and delineating major characteristics of the leading personages.

Margaret Ford's text, Techniques of Writing, was used by one teacher to present a graph of the plot structure in Shakespearean tragedy. This book was also used to summarize dramatic devices. The Shakespearean Manual for Schools was used for a chalkboard outline of methods used to create suspense. The students contributed well, experiencing little difficulty in making the necessary applications to Macbeth. A. C. Bradley's Shakespearean Tragedy was found valuable for explaining the dramatic function of The Porter Scene.

In all, the teachers seemed to feel that no great interest was engendered in Macbeth. One of the last entries for this section in one teaching log reads:

Notes were given on certain passages and a few short tests were held. Interest re outcome had now waned and only study is involved. Since this is the third reading it doesn't maintain the same interest.

Three of the five teachers spontaneously made the comment at the completion of their teaching logs, that their students definitely responded better to longer selections such as novels and plays than to the shorter poems and short stories included in an anthology like the Thought and Expression text.

Observations on Materials and Procedures Employed in the English 30-NE Classes

In Chapter Two of this thesis, several basic principles emerged from the research, observation, and experience of some recognized authorities in the teaching of English to the ungifted. It may prove interesting to note to what extent the teachers of English 30-NE, consciously or unconsciously, observed these principles when they were given complete latitude in structuring and presenting their course.

The following tabulation serves as a guide to this analysis, from which it would seem apparent that more instruction and guidance should be given to teachers of ungifted students before they are required to structure and present a course suited to these students.

TABLE II

PRINCIPLES APPLIED IN ENGLISH-NE CLASSES

	1. Preparation for personal role in society	2. Flexibility in curriculum	3. Modified assignments	4. Use of reading aids	5. Films, television, radio, recordings	6. Buzz sessions
Novels	1 teacher required oral reports on assigned topics on the novel.	5 teachers taught a novel; novels are not part of the English 30-E course.	1 teacher allocated homework assignments on an individual basis.		1 teacher used a recording to impart the typical expression of feeling of the Africans.	1 teacher assigned topics to groups of five or six pupils who prepared accounts for the class; 1 teacher considered class discussion the primary objective.
Short Stories	1 teacher told a story, then had students				1 teacher used recording of Poe's "The Gold	

TABLE II (continued)

1. Preparation for personal role in society	2. Flexibility in curriculum	3. Modified assignments	4. Use of reading aids	5. Films, televisions, radio, recordings	6. Buzz sessions
tell their favourite stories.				Bug. " 1 teacher had students tape record stories which were played in class.	
Poetry	4 teachers omitted some of the poems in the text; 1 teacher permitted class to select poems to be studied.	1 teacher had students make a collection of favourite poems and compile them into a book, <u>Poems We Enjoy</u>		2 teachers used recordings of poems; 1 teacher presented the film, <u>Life of Longfellow</u>	1 teacher divided class into workshops to analyze and present two poems to the class.

TABLE II (continued)

	1. Preparation for personal role in society	2. Flexibility in curriculum	3. Modified assignments	4. Use of reading aids	5. Films, television, radio, recordings	6. Buzz sessions
Essay-Writing			5 teachers assigned paragraphs rather than lengthy essays.			
Correction of written work						1 teacher used the opaque projector to alert the class to the errors on December examinations.
Drama		5 teachers had students enact the roles in the one-act plays.			1 teacher used a recording My Fair Lady after the study of Pygmalion; 4 teachers employed recordings of Macbeth.	

While, in many instances, the English 30-NE teaching logs gave evidence to pedagogic principles advocated for the teaching of English to the ungifted, it is evident that there was little preparation for the use of the language arts in adult life apart from the two instances where oral language was given some attention. There was almost no assistance given in the reading skills. On the other hand, good use was made of audio-visual aids in the teaching of various literary types. The teaching logs of the English 30-NE teachers showed that they wanted to provide the best program possible, but that they appear to have been inhibited by past practices with English 30. This is evident in the distributing of mimeographed notes and the analytical approach to poetry. The logs also show a limited knowledge of the basic principles and possible materials and procedures advocated for these classes by authorities in the field. The teachers appear to have been working from intuition, which undoubtedly has its place in teaching, but more information would have been helpful.

If the Department of Education is to continue to grant accreditation in certain subjects, and if the School Systems are to be permitted to appoint teachers to instruct these courses, it would appear that more consideration must be given by both administrations to in-service training for these teachers to equip them for this responsibility. Consideration should also be given to flexible but detailed Curriculum guides to assist the teachers during their presentation of the course.

CHAPTER IV

ANALYSIS OF QUESTIONNAIRES

I. Teachers' Questionnaires--English 30-E

Student Population. The five teachers of English 30-E who assisted in this investigation taught a total of 250 students in their various sections. In the opinion of these teachers, 37 of these pupils, that is 14.8 per cent, should have been enrolled in English 30-NE.

Approach to the Course. Due to the number of ungifted students actually enrolled in their classes, two teachers claimed it was impossible to vary their approach to the English 30-E course. Two others claimed only a slight difference; for example, a greater portion of the course was completed before Christmas because more responsibility was given to the students in preparing some sections themselves, and more reading assignments were given. The fifth teacher maintained that emphasis was placed on written work rather than on prolonged discussion, as was necessary in previous years. Work sheets and notes were supplied by this teacher, where possible, to give students an opportunity to express their appreciation of the various literary forms.

Major Goals. When asked to list the major goals that a teacher of English 30-E should keep in mind when teaching this course, all five instructors cited careful and exact written expression, coupled with

comprehensible oral communication. Critical, independent thinking was considered important by four teachers, along with the sharing of meaningful experiences in literature. Three instructors stressed personal enjoyment in the study of English, and two mentioned stimulation of the imagination. Other goals were: effective habits of work, greater appreciation of all types of communication, ability to read magazines intelligently, adequate use of language in adult situations. Many of these goals were summarized in the general statement that the aim should be to teach, not for an examination, but for life.

Teachers' Opinions of Stimulating and Profitable Sections from Students' Viewpoints. Table III summarizes the results of the question based on the teachers' opinions of which sections of the course the English 30-E students found most stimulating and profitable. All five teachers felt that the study of Shakespearean Drama was favoured most by the students. The Short Stories and Poetry sections ranked next, followed by Language Techniques, Magazines, One-Act Plays, and the Writing of Essays.

Stimulating Procedures from Teachers' Viewpoints. The last question that was asked on the questionnaire completed by the English 30-E teachers was: "Which procedures used in teaching this course did you find most stimulating from a teacher's viewpoint? The verbatim responses are as follows:

TABLE III

TEACHERS' OPINIONS OF MOST STIMULATING AND
PROFITABLE SECTIONS OF ENGLISH 30-E
COURSE FROM STUDENTS' VIEWPOINTS

Sections	Frequency
Shakespearean Drama	5
Short Stories	4
Poetry	4
Language Techniques	3
Magazines	2
One-Act Plays	2
Writing of Essays	1

Teacher 1

Work sheets seemed to stimulate the students.

Reading selections of poetry other than those found in the textbook.

Writing paragraphs in preparation for essay writing.

Playing the recordings of Macbeth and listening to the voices of actors who played the various parts.

Re-writing sentences and variations were found in the corrections that could pass for a correct form of the sentence.

Teacher 2

Having the pupils participate as much as possible--reading

the Shakespeare play--the one-act plays--some of the poems--
etc.

Having films and then general discussions.

Teacher 3

Teacher reading punctuated by discussion and thought-provoking questions.

Planning of essays by open class discussion.

Interpretive reading of the poetry with a preliminary question for pupils to answer.

Student reading (oral) for the short stories.

Discussion of work prepared beforehand by the pupils.

Teacher 4

My approach in any English course is centred around the discussion method. The success of any discussion depends upon two variables: the personality of the teacher and communication he can develop and secondly, the time free for discussion. When time was available--and there is a lamentable lack of such time since the curriculum is much too over-loaded--I feel much was accomplished. Another teacher and I also traded classes for certain sections and both of us found it a challenging experience.

Teacher 5

I particularly enjoyed the teaching of poetry, particularly when

the students are eager to give their personal interpretations. At the outset of this section, the class is generally uninterested. It is a joy to see their interest and appreciation increase as they become personally involved. The Hamlet section is stimulating since there is sometimes a prejudice against Shakespearean drama. The Encyclopedia Britannica film series is of great value here. I appreciated the personal interviews with the students regarding their original essays. I feel much more was accomplished on this private basis than could ever be hoped for in general class commenting.

The two procedures, then, which were most stimulating to the teachers, were free discussion with their students and the use of audio-visual aids in the teaching of Shakespearean drama. Although, as has been seen in Chapter III, much time and effort were expended by all the teachers in presenting literary theory, distributing mimeographed notes and work sheets, and assigning and correcting past examination papers, these would appear to be procedures they considered necessary in preparing their students for departmental examinations rather than procedures which were personally stimulating to them as teachers of English.

II. Teachers' Questionnaires -- English 30-NE

The number of students in the various non-examination classes ranged from six to twenty. The four teachers whose enrolments were from thirteen to twenty considered this a manageable number but the

teacher with only six students found a lack of stimulation and interest because of the small enrolment. This teacher did not feel that any of the six could have succeeded in the English 30-E course. Three of the other teachers judged that between four and seven of their students would have been successful in the matriculation course, while the fifth teacher held this opinion for fourteen of the twenty pupils. There was a total of three transfers from the English 30-E to the English 30-NE course during the academic year. There were no transfers from the non-examination to the examination course.

Approach to the Course. Since one of the cooperating teachers was engaged in his first year of teaching, he felt unqualified to answer the question related to significant differences in the approach to the course when the class was supposedly composed of ungifted students. He did, however, comment that he thought that student interest was the most important criterion on which to base the success or failure of a particular unit of the course. He also saw a need for diversity in presentation.

One teacher considered the difference in approach to the course hardly significant, although the students were expected to do less analytical work than one would require of a superior group. The major difference cited here was in the results demanded. There was more free discussion and less written work than would have been required from an English 30-E class.

The remaining three teachers claimed that there was a significant

difference in approach. Technical terminology was ignored as much as possible and emphasis placed on interest, content, and projects instead. This tendency was a direct result of the removal of the tension of preparing for a departmental examination. A concerted attempt was made to relate subject matter to modern living. In written work, most emphasis was placed on clear, direct, sensible expression.

Major Goals. The most favoured goal of the teachers of English 30-NE, as with those in charge of English 30-E, was effective mastery of the communication skills of speaking and writing. Four teachers stressed an appreciation of the value of the English language as evidenced in its literature. The same number expressed discriminating leisure reading as another important goal. To train students in critical evaluation of the articles in magazines and newspapers was an aim given by three teachers. Other goals listed by one or two teachers were the broadening of cultural horizons, the integration of the study of English with other subject fields, and the preparation for occupational rather than professional adult lives.

An analysis of Table IV indicates that the same basic objectives were considered important by these teachers in English, regardless of the course they were presenting: competent written and oral expression, coupled with enjoyment in the study of the English language arts. There the similarity apparently ends, because the remaining goals of the NE teachers appear to hinge on the practical aspects of adult life, while most of the goals of the E teachers centre on areas which would benefit their students in examination situations.

TABLE IV

COMPARISON OF MAJOR GOALS OF TEACHERS OF
ENGLISH 30-E AND ENGLISH 30-NE CLASSES

Major Goals	English 30-E	English 30-NE
Careful and exact written expression	5	5
Comprehensible oral communication	5	5
Critical, independent thinking	4	-
Sharing of meaningful experiences in Literature	4	-
Personal enjoyment in the study of English	3	4
Stimulation of the imagination	2	-
Effective habits of work	1	-
Greater appreciation of all types of communication	1	-
Ability to read magazines intelligently	1	3
Adequate use of language in adult situations	1	-
Discriminating leisure reading	-	4
Broadening of cultural horizons	-	1
Integration of the study of English with other subject fields	-	1
Preparation for occupational rather than professional lives	-	1

Therefore, one would infer that the freedom from external examinations had a definite bearing on the way the English 30-NE teachers viewed their course.

Suggested Topics. Table V summarizes the topics to be taught in the English 30-NE course as suggested by these teachers who were involved in the course during its inaugural year.

Stimulating and Profitable Sections from Students' Viewpoints. The next question asked was which sections of the course the teachers considered most stimulating and profitable from the students' viewpoints. Table VI summarizes these results.

Stimulating Procedures from Teachers' Viewpoints. The question which appeared on the English 30-E teacher questionnaire was also answered by the English 30-NE teachers. Their verbatim responses were:

Teacher 1

I found my class too small to be stimulating.

Teacher 2

Have them study Drama section and apply it to a play being produced at school.

Students proved very apt at bringing in various magazines and since for the majority of them this will prove their chief source of information later, more emphasis should be placed

TABLE V
TOPICS SUGGESTED BY THE TEACHERS FOR THE
ENGLISH 30-NE COURSE

Suggested Topics	Frequency
Novel	5
Short Stories	4
Newspapers	3
Modern Drama	3
Shakespearean Drama	3
Poetry	3
Writing	3
Essay-studying	3
Reading--Style, Context, etc.	2
Magazines	2
Language Techniques	2
Public Speaking	1
Spelling	1
Business Letters	1

TABLE VI

TEACHERS' OPINIONS OF STIMULATING AND PROFITABLE
SECTIONS OF THE ENGLISH 30-NE COURSE
FROM STUDENTS' VIEWPOINT

Sections	Frequency
Novel	4
Short Stories	4
Shakespearean Drama	3
Modern Drama	2
Writing of Essays	1
Spelling, Vocabulary Building	1
Magazines	1
Language Techniques	1
Study of Editorials	1
Poetry	1

on this. Enjoyed doing Shakespeare with the recording--not as a review but as an integral part of studying the Drama.

Teacher 3

Free discussion re matter read in class. This applies particularly to novel and drama.

Teacher 4

1. The use of longer literary works (novel, etc.). Interest was much greater; possibility of and value from discussion seemed greater.
2. Use of records, films: valuable as well as interesting.
3. The material seemed to be the major thing--if its value or interest was evident, the response was good. The shorter selections in both story and drama were felt to be trivial, unrealistic, silly even. The same seemed evident in poetry. Most of the shorter selections were "gone through" and cast aside (not all), whereas "Andrea del Sarto," "Morte d'Arthur," "Ode to the West Wind," received a favorable response.

Teacher 5

1. Reading, discussing, and analyzing editorials from The Edmonton Journal.
2. Students were asked to tape the reading of a short story. These stories were then played during the class period.

While listening to the stories the class followed in their textbooks.

3. Study of the Shakespearean play, Macbeth, with the use of a record.

The two procedures which the majority of the English 30-NE teachers found stimulating are the same procedures cited by the English 30-E teachers: free discussion in class and the use of films and records, the latter with particular reference to Shakespearean drama. It is interesting to note the preference for oral and visual-aural procedures regardless of the academic level of the students.

Comments. A wide variety of comments was received in response to the last question which was concerned with the future structuring of the English 30-NE course. The teachers were somewhat divided in wanting either a more specific course of studies with a comprehensive guidebook for the teacher or complete freedom to choose texts preferred by the individual teachers. Since these students are expected to be in a different category from that of the matriculation students, it was thought that their specific interests and needs should be considered first. Some teachers stressed that the practice of reading and discussion is of prime importance, with correspondingly less emphasis on written expression. Others mentioned the teaching of longer poems, particularly narrative poems, a modern three-act play, different essays from those in the presently authorized text, Thought and Expression, and a guided leisure reading program. One teacher

was very insistent about the careful selection of students at the beginning of the term to prevent the possibility of treating the English 30-NE course as a discard area for potentially indolent students. Lastly, one teacher suggested the scheduling of the final examination in advance of the departmental examinations for fear that students might place less emphasis on the preparation for the English examination than on other departmental examinations that might be written.

III. Students' Questionnaires--English 30-E, English 30-NE

One facet of this investigation was centred on student reaction to the two English courses. Accordingly, 161 English 30-E and 65 English 30-NE students completed questionnaires. In a few instances, individuals placed themselves in more than one category or, as in the Topics divisions, coupled various sections of the course. In these cases, the results were catalogued as separate answers. Consequently, there is an apparent lack of balance in the numbers of some reports.

Registration in Course. 149 of the students studying the English 30-E course were enrolled in the Matriculation Program in their respective schools. The remaining 12 students gave the following reasons for taking this course:

1. I enjoy the study of English and therefore
wanted to take the Examination Course. 2
2. Due to time-tabling difficulties, I could not
take the Non-Examination Course. 1

3. I was directed to take the Examination Course by parents, teacher, or counsellor. 2
4. I wanted some matriculation subjects. 8
5. If there was any other reason, please state it. 1*

*This student claimed a dislike for the English 30-NE teacher.

49 of the students enrolled in the English 30-NE course were following the General Diploma Program. Some of these students, along with the remaining 16, testified to the following reasons for taking the Non-Examination Course:

1. I find the study of English difficult and preferred a somewhat easier course. 15
2. Due to time-tabling difficulties, I could not take the Examination Course 4
3. I was directed to take this course by my parents, teacher, or counsellor. 8
4. If there was any other reason, please state it. 1*

*This student was completing Grade 12 in two years, and followed the principal's advice to take the NE course the first year and the E course the following year.

As mentioned above, there is considerable overlapping in the response to this section of the questionnaires. In spite of this, the

results give evidence of the fact that the students for whom the new course was evolved were actually following it. The English 30-NE was not, then, a reject depot for indolent matriculation students; neither was the English 30-E unduly burdened with willing, though unable, non-matriculants. As this non-examination course becomes more established in the schools, more classes will be offered on the time-table, thus eliminating, for the most part, affirmative answers to Item 2.

Interests and Needs. The students were asked to evaluate their English courses according to their Interests and Needs, as they themselves, considered them. Although an adult might be concerned by whether or not an aspect of English in which he is interested also satisfies his needs, students lack the same perspective and appear to be able to distinguish interests and needs more easily. To forestall predetermination, the names of the sections of the courses appeared on the questionnaires in the same order as the chapter headings in the Thought and Expression text, followed by Language Techniques and Leisure Reading. For the English 30-NE questionnaire, the Novel and Three-Act Play were added. Only forty-four pupils studied the Three-Act Play, so that there is, perforce, some discrepancy in the lower ratings in both scales. The term "Language Techniques" is adopted from the English 30 Departmental Examination. Included in this category are formal grammar, punctuation, sentence structure, paragraph coherence, etc. This term is familiar to the students.

The instructions to the students were as follows:

The English 30 Course (English 30 Non-Examination Course) contains many divisions. Some sections of the course appealed to you more than others; that is, you were more interested in them. Some sections were of greater benefit to you than others; that is, they took care of your basic needs in English and prepared you for your future role in society. In the columns on the following page, use the number 1 to indicate the highest and the number 10 (10, 11, or 12 on the English 30-NE form) the lowest, and rate the sections of the English course according to your interests and needs in English.

Fill in every blank.

In the following tables, the sections have been grouped according to frequency in the 1-5 ratings.

An examination of Table VII indicates that the English 30-NE students maintain, in a general way, the same interests as the English 30-E students, since the sections dealing with Short Stories, Leisure Reading, Magazines, and One-Act Plays all rate above the fifty per cent line.

The one factor that bears noting is the comparatively low rating given to Shakespearean Drama in the NE course. In the five classes concerned, the play studied was Macbeth. Possibly this play, with all its psychological ramifications, is too difficult for students in the "ungifted" category. Twelfth Night or Much Ado About Nothing might prove a wiser choice.

Table VIII shows that both matriculation and non-matriculation

TABLE VII
STUDENT INTERESTS IN ENGLISH

English 30-E--161 Students			English 30-NE--65 Students		
<u>Rating Scale</u>	<u>1-5</u>	<u>%</u>	<u>Rating Scale</u>	<u>1-6</u>	<u>%</u>
1. Short Stories	137	85	Short Stories	59	90
2. Leisure Reading	119	74	Leisure Reading	51	78
3. Shakespearean Drama	112	70	Novel	48	74
4. One-Act Plays	88	55	Magazines	47	72
5. Magazines	84	52	One-Act Plays	38	58
6. Poetry	73	45	Reading Style, Context, etc.	36	55
7. Reading Style, Context, etc.	66	41	Shakespearean Drama	35	54
8. Essay-Studying	55	34	Language Techniques	28	43
9. Essay-Writing	50	31	Poetry	26	40
10. Language Techniques	39	24	Three-Act Play	19	29
11.			Essay-Studying	18	28
12.			Essay-Writing	18	28

TABLE VIII
STUDENT NEEDS IN ENGLISH

English 30-E--161 Students			English 30-NE--65 Students		
<u>Rating Scale</u>	<u>1-5</u>	<u>%</u>	<u>Rating Scale</u>	<u>1-6</u>	<u>%</u>
1. Language Techniques	134	83	Language Techniques	51	78
2. Essay-Writing	125	78	Essay-Writing	44	68
3. Reading Style, Context, etc.	103	64	Magazines	43	66
4. Essay-Studying	97	60	Reading Style, Context, etc.	39	60
5. Shakespearean Drama	68	42	Essay-Studying	36	55
6. Leisure Reading	65	40	Leisure Reading	35	54
7. Poetry	64	39	Novel	31	48
8. One-Act Plays	60	37	One-Act Plays	30	46
9. Magazines	56	35	Short Stories	29	45
10. Short Stories	50	31	Poetry	28	43
11.			Shakespearean Drama	23	35
12.			Three-Act Play	18	28

students feel a need for practice in language techniques, that is, in formal grammar, punctuation, sentence structure, paragraph coherence, and in essay-writing. This admission reflects the teaching log entry in Chapter II: "The students are rather appalled at their lack of knowledge of correct grammar."

The two groups of students also give a significantly different position to the need of studying magazines. Since the matriculation students are interested in a course which will prepare them for university or some other specialized field, and since the general pattern students are concerned with an immediate position in the working world, it would seem that this dichotomy is quite in order.

Sections Students Would Retain. The instructions to Part D of the questionnaires completed by students in both divisions read as follows:

A course of studies in English must take into account both the basic needs and the interests of the students. If you were outlining such a course of studies in English 30 (English 30 Non-Examination) which five sections of this year's course would you be most certain to include?

In the following tables, the results have been grouped according to frequency. The second column indicates the percentage of students who included the pertinent section among the areas to be retained.

A study of Table IX yields some interesting observations.

TABLE IX
SECTIONS STUDENTS WOULD RETAIN

English 30-E--161 Students			English 30-NE--65 Students		
<u>Sections</u>	<u>Fre- quency</u>	<u>%</u>	<u>Sections</u>	<u>Fre- quency</u>	<u>%</u>
1. Language Techniques	127	78.9	Language Techniques	48	73.8
2. Essay-Writing	124	77.0	Essay-Writing	44	67.6
3. Shakespearean Drama	107	66.5	Short Stories	42	64.6
4. Short Stories	105	65.2	Essay-Studying	37	56.9
5. Poetry	91	56.6	Novel	35	53.8
6. Essay-Studying	66	41.0	Magazines	33	50.8
7. One-Act Plays	65	40.4	One-Act Plays	27	41.5
8. Reading Style, etc.	62	38.5	Shakespearean Drama	27	41.5
9. Magazines	51	31.7	Poetry	26	40.0
10. Leisure Reading	46	28.6	Reading Style, Style, etc.	18	27.7
11.			Leisure Reading	17	26.2
12.			Editorial-Study	3	4.6

Firstly, an examination of Tables VII, VIII, and IX shows that the students have, in effect, combined their Interests and Needs in answering Part D of the questionnaire. It is worth noting that in both groups, the highest frequency is given to the two sections which ranked highest in the Needs Table of both English 30-E and NE: Language Techniques and Essay-Writing, even though both groups indicated in Table VII that these sections were not of great interest. On the other hand, Leisure Reading placed second on the Interests Table for the two groups, and yet it has been ranked low in the Sections to be Retained rating. A possible explanation might be that students who enjoy reading realize that they will continue to read, whether or not they are required to do so, while those who find reading a chore are not convinced that they will change their views simply because they must submit a given number of book reports per year.

One would expect the matriculation students to recognize their need for Essay-Writing in view of their plans for further education. Had the non-matriculants been given the opportunity to differentiate between Essay, Paragraph, and Letter-Writing, it may be presumed that the latter type of writing might have been given precedence, since this is most probably the most frequent form their writing will take in adult life and since many of these students will be employed in the business world where letter-writing assumes an important role.

Essay-studying has been rated surprisingly high by the NE students. Possibly this reflects their awareness of their generally poor performance in self-expression, coupled with a desire for improvement.

It is worth noting that no section of either course was completely omitted from this response, even though a check list was not given. In fact, with the exception of editorial-study, which was only undertaken by one class, and which could have been grouped with essay-study, every facet of the course would be retained by at least one-quarter of the students in that course.

New Topics. A rather diverse assortment of topics was suggested as a result of Part E of the Student Questionnaire: In outlining such a course of studies, which topics that were not taught this year might you add?

Space was allocated on the form for three answers, although not all three spaces were used by all students. Several students interpreted the question rather broadly and indicated that more emphasis be given to topics already included in the present course. Again, the results are tabulated according to frequency, while because of the difference in enrolment, the percentage has been given in the second column.

Table X reveals that both matriculation and non-matriculation students suggest several similar topics, with corresponding incidence, e. g., public speaking, increased emphasis on writing and on language techniques, spelling, study of novels, vocabulary building, and the writing of business letters. Since the students had no opportunity to discuss the questions before filling out the forms, the answers have an individuality and variety of opinion that would have been lacking otherwise.

TABLE X
NEW TOPICS SUGGESTED BY STUDENTS

English 30-E--161 Students			English 30-NE--65 Students		
<u>Suggested Topics</u>	<u>Fre- quency</u>	<u>%</u>	<u>Suggested Topics</u>	<u>Fre- quency</u>	<u>%</u>
1. Public Speaking	29	18.0	Public Speaking	10	15.4
2. More Writing	25	15.5	Pronunciation and oral reading	8	12.3
3. More language techniques	14	8.7	Films and records	8	12.3
4. Spelling	13	8.1	More writing	7	10.8
5. More Shakespear- ean Drama	12	7.5	More language techniques	6	9.2
6. Novels	10	6.2	Novels	6	9.2
7. Business letters	10	6.2	Spelling	6	9.2
8. Modern Writers	10	6.2	Vocabulary building	4	6.2
9. Vocabulary building	8	5.0	Dramatization	4	6.2
10. More Leisure Reading	8	5.0	Criticisms of films and television	4	6.2
11. More Poetry	8	5.0	Business Letters	3	4.6
12. Classics	6	3.7	Modern Drama	3	4.6
13. Debates	6	3.7	More Short Stories	3	4.6
14. Study of Authors' lives and works	6	3.7	More Poetry	3	4.6
15. Journalism	6	3.7	Panel Discussion	3	4.6
16. Mythology	6	3.7	<u>Less time on the</u> novel	2	3.1

TABLE X (continued)

English 30-E--161 Students			English 30-NE--65 Students		
<u>Suggested Topics</u>	<u>Fre-</u> <u>quency</u>	<u>%</u>	<u>Suggested Topics</u>	<u>Fre-</u> <u>quency</u>	<u>%</u>
17. History of English Language	4	2.5	Modern Writers	1	1.5
18. Writing of Poetry	4	2.5	<u>Less time on</u> <u>Macbeth</u>	1	1.5
19. More Drama	4	2.5	Biographies	1	1.5
20. Dramatizations	3	1.9	More Shakespear- ean Drama	1	1.5
21. Discrimination in Reading	3	1.9	Classics	1	1.5
22. Literature of other Cultures	2	1.2	Debates	1	1.5
23. Report making	2	1.2	More leisure reading	1	1.5
24. Reading for speed and comprehen- sion	2	1.2	Mythology	1	1.5
25. More Scansion	1	.6			
26. Psychological aspects of Shakes- pearean Drama	1	.6			
27. More Essay Studying	1	.6			
28. Oral Reports	1	.6			
29. More Short Stories	1	.6			
30. Anglo-Saxon writing	1	.6			
31. Greek Drama	1	.6			

TABLE X (continued)

English 30-E--161 Students			English 30-NE--65 Students		
<u>Suggested Topics</u>	<u>Fre-</u> <u>quency</u>	<u>%</u>	<u>Suggested Topics</u>	<u>Fre-</u> <u>quency</u>	<u>%</u>
32. Criticism of Films	1	.6			
33. Panel Discussions	1	.6			
34. Romantic Poets	1	.6			
35. Memorization of Poetry	1	.6			
36. Literature Survey	1	.6			

The basic components of the language arts are well represented in these student suggestions, along with deviations reflecting individual preferences. However, does the priority given to public speaking indicate that the present courses are deficient in oral language training?

Procedures and Activities. Section F of the Student Questionnaire asked which procedures and activities had been enjoyed most in the English course during the year. Many students merely listed sections of the course, e. g., novel, play, leisure reading, etc. Such answers were not used in the summary and only those were considered valid which actually indicated some definite form of procedure or activity.

Matriculation and non-matriculation students evidenced a common appreciation of various techniques and enterprises. Heading the list was class discussion in every section of the course, but predominantly in the plays, novels, poems, short stories, and essays. In accounting for their enthusiasm, the students cited better understanding of the pertinent literary selections, but also of social problems and character differences. They valued the mutual sharing of views which the skilful direction of their respective teachers made possible. The fact that they had been treated as mature individuals, capable of independent, worthwhile reflections was applauded by pupils in the English 30-E classes.

Audio-visual materials were used in nearly every class, particularly to assist in teaching the Shakespearean play. The majority

of students stated that the films and records clarified their concepts of the play immeasurably. Recordings of poetry selections were also employed in some instances and these, too, received commendation.

One of the favourite classroom activities was the dramatization of scenes from the one-act plays and the Shakespearean play. The opinion was quite general that this gave meaning and reality to what would otherwise remain merely another literature selection circumscribed by the covers of a book.

A class of non-examination pupils spent a considerable percentage of time analyzing the daily newspaper editorials, and the response from this group was very favourable. They also enjoyed writing their own editorials. One student claimed: "Our powers of perception and discrimination were really intensified."

Since students are keenly aware of the fact that their mastery of English language and literature is ultimately tested by means of written examinations, they appreciated the various reviews and study guides which helped them prepare for these periodic skirmishes. As might be expected, this type of procedure was cited more frequently by the E, rather than the NE, students.

One group of matriculants was assigned to visit a supermarket to make jottings recording the activity witnessed there. They subsequently wrote an essay describing what they had observed. In addition to this specific assignment, numerous students enjoyed the various essays, short stories and reports that constituted the original writing

section of their course. In some cases, the members of the class corrected one another's written work and stated that they became more conscious of their own errors as a result.

Finally, one group read a modern language version of Macbeth at the end of the year, as a means of reviewing and solidifying their impressions of the play. This procedure was cited as one that was highly instructive as well as entertaining.

There were eight dissident responses among the two hundred twenty-six completed questionnaires.

These comments were as follows:

I found great enjoyment in listening to the recording of Macbeth. Also in taking at length the play Macbeth, which I found most interesting. But other than this I though (sic) the course was a waste of time.

I didn't like anything in this course and I was very bored.

On the whole I think the course could have been a little more interesting.

Enjoyed filling out this questionnarie (sic) led to rise of questions concerning English 30. Basically very uninteresting. (never did learn how to spell.)

If we had more homework we would have learned it more fully.

Truthfully I did not enjoy anything in the English 30 course this year.

None really.

Apart from Shakespearean drama, all the other parts of the course have been taken since grade seven and were uninteresting and boring.

These responses have been included since, on the educational front, too, the voice of the rebel, the non-conformist, deserves a hearing.

CHAPTER V

CONCLUSIONS AND IMPLICATIONS

This investigation attempted to secure answers to a number of questions associated with the development and application of the new English 30 non-examination course. From these answers several conclusions regarding the successful implementation of the course and implications for the future structuring of such courses would seem to emerge.

I. CONCLUSIONS

1. Selection of students. In the records of the schools which were examined for this research there is no evidence of any coercion to accept or reject students who wished to register in the new program. In this regard, the administrators in the three schools were able to exercise the autonomy which the Department of Education tendered.

In Chapter III of this thesis, a detailed analysis made of the students who were enrolled in the English 30-NE classes showed that they were primarily of lower mental ability as rated on the Scholastic Ability Test and of lower achievement in the English language arts and therefore were properly registered in the program designed for ungifted students.

However, the fact remains that twenty-five per cent of the students enrolled in the English 30-E course ranked below the fiftieth percentile on the Scholastic Ability Test administered by the Department of Education when they wrote their Grade Nine Departmental

Examinations. It would seem that these students should have been registered, not in a matriculation pattern, but in a general diploma program.

2. Materials Used. It is understood that accreditation granted freedom for the teachers of the English 30-NE classes to depart from the general English syllabus issued by the Curriculum Branch of the Department of Education. However, since other texts were not readily available, the five teachers used the Thought and Expression anthology authorized for English 30-E, Macbeth, and whatever sets of books were accessible from their respective school libraries. Had there been more organized guidance given these teachers in preparation for the course, possibly they would have deviated more radically from the texts authorized for the English 30-E classes. As it was, they apparently hesitated to inaugurate many changes, possibly for fear that the English 30-NE course might be regarded as an also-ran unworthy of the prestige accorded the matriculation course.

Nevertheless, there were several areas in which the materials used in the English 30-NE classes did differ from those used in the English 30-E classes.

a. The Novel:

All five English 30-NE classes studied a novel although, as was seen earlier, one class did not have the opportunity for discussion or reaction given to the other four classes. However, the fact remains that all teachers did depart from the English 30-E syllabus by affording some time to

this literary form. Only one of the English 30-E teachers gave some class time to the novel and this, according to the teaching log, was as a preparation for a possible leisure reading question on the final examination, rather than for the specific purpose of studying the novel as a literary genre.

- b. Three-Act Play: Two of the English 30-NE classes deviated from the course outlined for English 30-E by spending some time in reading and discussing G. B. Shaw's Pygmalion. One of the English 30-E teachers had the class read The Barretts of Wimpole Street but, again, this was as a prelude to their discussion of the poem, "Andrea del Sarto," rather than as a study of a lengthier drama for its own sake.
- c. Poetry: The teacher who had a combination class of English 30-E and English 30-NE students actually taught every poem in the Thought and Expression text, as did all teachers of English 30-E. A selection of poems was made by the other four teachers of English 30-NE and only those taught which they felt would interest their students and not be too difficult for them.
- d. Spelling: One group of NE students was given formal spelling lessons, using the text, Basic Spelling for High Schools. No regular spelling classes were recorded in

any of the English 30-E teaching logs.

- e. Short Stories: In presenting this section, one English 30-NE teacher used a recording of Poe's "The Gold Bug," a story not included in the Thought and Expression anthology. There is no evidence in the English 30-E teaching logs that any short stories not contained in this text were presented to the matriculation classes.
- f. Editorials: One English 30-NE class devoted several weeks to the study of the daily editorials in The Edmonton Journal. This was a complete departure from the syllabus outlined for the English 30-E program and was not undertaken by any other teacher instructing either course.

3. Procedures Used. Carlsen, Beeler and other authorities in the teaching of English to the ungifted were quoted in Chapter II of this thesis to substantiate the claim that somewhat different teaching procedures should be employed in these classes. They supported the conviction that student involvement and audio-visual devices are of foremost importance in the instruction of less able students.

According to the teaching logs of both groups of teachers who assisted with this investigation, there were both similarities and differences in the procedures employed in their respective classrooms.

- a. Student Involvement. There was much more evidence of student involvement in various projects in the NE classes than in the E classes. In two non-matriculation groups

workshops were conducted in poetry with five or six students in each section. These pupils presented to the class the poems which they, as a group, had discussed and analyzed. The same policy was followed by another teacher in assigning various topics pertinent to the novel being studied for group reporting to the class. There was no evidence in the English 30-E logs of such a procedure being employed. Other indications of student involvement in the non-matriculation classes not represented in the matriculation groups were: the selection by the pupils of poems to be studied; compilation by the students of a book of favourite poems; and story-telling by teacher and students.

- b. Audio-Visual Devices: All ten teachers, both of English 30-E and English 30-NE, used recordings of the Shakespearean play when this section of the course was being studied. Two of the NE teachers, however, also used recordings in the teaching of poetry. Another followed the teaching of Pygmalion with the recording of My Fair Lady; while, in another class where the novel, Cry, the Beloved Country, was being discussed, a recording was used to impart the typical expression of feeling of the Africans.

Films were used in two matriculation classes during the

teaching of Hamlet while the use of only one film was reported by the teachers of the non-matriculants: The Life of Longfellow.

One teacher of English 30-NE used an opaque projector when discussing the errors made on the December examination so that the students could benefit from actually seeing their mistakes on the projection screen. None of the English 30-E teachers reported the use of such a device.

4. Influence of Examinations. There would appear to be ample evidence in the teaching logs of the English 30-E teachers that their choice of materials and procedures was very much affected by the format of the departmental examination. This is shown in the preoccupation with the technical aspects of the various literary genres, the distribution of mimeographed notes; the assignment of past examination papers.

However, there is also evidence that in most instances, the teachers of the English 30-NE classes were influenced by procedures they had used when their teaching was departmental examination directed. The expediency of the paper blizzard of mimeographed notes supplied to the NE students might well be questioned. Distribution of information and acquisition of knowledge cannot be equated, as this practice seems to infer. Those who have instructed this calibre of student are well aware that they are usually uninterested in and incapable of committing reams of printed materials to memory. The authorities cited in Chapter II emphasize that oral application and reinforcing examples given in the

class periods seem much more effective.

II. IMPLICATIONS

Several implications for the future structuring and implementing of courses such as English 30 non-examination seem to emerge as a result of this investigation.

1. If those involved in curriculum building are going to be able to adequately assess new courses, it would seem that more pilot studies such as the one described herein should be conducted. More research and more follow-ups of new courses should be carried out to determine what teachers are actually doing in the classroom in initiating these courses. As a result of these investigations, curriculum making will always be in a state of transition because it will be based on the experiences of the teachers in the classrooms.
2. Since the departmental examinations seem to manacle effective teaching, it would appear that some investigation should be made into the actual contribution of these examinations to the education of high school students. Are these examinations, in effect, testing for the objectives in student growth or for facility in recognizing figures of speech and plot outlines?
3. If accreditation in various subjects is to be given to qualifying school systems, it would appear that consideration

must be given to the advisability of granting teachers more freedom in the selection of materials to be used. On the other hand, if teachers are inexperienced and feel the need of specific direction in the choice of materials, this assistance should be available.

4. While the freedom referred to above might seem ideal, the fact that many school systems operate a book rental plan must be taken into consideration. Complete latitude in the selection of materials would prove impossible if sets of books are to be accumulated in the schools. Moreover, the educational implications of book rental plans might be investigated.
5. If the suggestions of such authorities as Carlsen and Beeler are to be heeded, the school systems should invest in films and records which are particularly suited to the education of the ungifted.
6. Josephine Stopa, Joseph Dutton, and Frank Ross are among those authorities quoted earlier in this thesis to emphasize the fact that motivation becomes a matter of prime importance in the education of the less able students. Since the personality of the teacher will prove a dominant factor in the success or failure of the young people he is instructing, administrators should be very discerning when allocating the non-matriculation subjects. Unless a teacher possesses the type of personality that enkindles

interest and enthusiasm, no amount of learned preparation for class would seem to suffice. Experiments might be conducted to determine by tests or interviews how to select teachers who possess the enthusiasm that will enkindle student interest.

7. Even though accreditation in English 30-NE presupposes that autonomy be given the teachers in setting their examinations, it might appear expedient to exert some measure of supervision in the interests of justice. This responsibility could be exercised by the subject supervisors or consultants in the large school systems and by the superintendents in the smaller districts.
8. Finally, if this course is to be retained by the Department of Education, some consideration must be given to the organization of a coordinating committee or to the publication of a teachers' manual which will present the theory of educating the ungifted students in the language arts and offer suggestions of teaching techniques such as those referred to in Chapter II which have proved successful for other teachers. The flexibility originally associated with the non-examination course need not be jeopardized by any restrictive directions, but the courses offered by the individual teachers would be improved by the guidance such a committee or manual would provide.

Closely allied to this implication, is that continued in-

service training be given to the teachers of these courses. Both the Department of Education and the individual School Boards should assume the responsibility for such in-service training, since they alone have the experience, personnel, and resource materials necessary for such a program.

BIBLIOGRAPHY

A. BOOKS

- Bullock, Harrison. Helping the Non-Reading Pupil in the Secondary School. New York: Bureau of Publications, Teachers College, Columbia University, 1956.
- Clapp, Frank L., Chase, Wayland J., and Merriman, Curtis. Introduction to Education. Boston: Ginn and Company, 1935.
- Clough, M. F., The Slow Learner: Some Education Principles and Policies. London: Methuen and Co., 1957.
- De Boer, John J., Kaulfers, Walter V., and Miller, Helen Rand. Teaching Secondary English. New York: McGraw-Hill Company, 1951.
- Jewett, Arno et al. Teaching Rapid and Slow Learners in High School. Washington: United States Government Printing Office, 1960.
- Morgan, Christine P. Education of the Slow-Learning Child. New York: The Ronald Press Company, 1960.
- Penty, Ruth C. Reading Ability and High School Drop-Outs. New York: Bureau of Publications, Columbia University, 1956.
- Sawicki, S. W. The Development of the English Program in the Secondary Schools in Alberta. Edmonton: University of Alberta, 1958.
- Stopa, Josephine. "Reading and English" in Teaching the Slow Learners in the Secondary Schools, (ed. Clough, M. F.). London: Methuen & Co. Ltd., 1961.

B. ARTICLES AND PERIODICALS

- Aalborg, A. O. The A.T.A. Magazine, December, 1962.
- Baxley, Joe C. "Humanities for the Less Able Student," The English Journal, October, 1962.
- Beeler, A. J. Providing for Individual Differences. Illinois: NCTE, 1956.

- Brackman, Walter. "Cartoons in the English Class," The Clearing House, January, 1956.
- Carlsen, G. Robert. "English for the Ungifted," The English Journal, May, 1961.
- Dutton, Joseph F. "The Slow Learner--Give Him Something New," The English Journal, April, 1964.
- Ebbitt, Paul F. "Drama for Slow Learners," The English Journal, November, 1963.
- Hankins, Gretchen. "The Case for Basic English," The English Journal, February, 1962.
- Ross, Frank E. "For the Disadvantaged Student--A Program that Swings," English Journal, April, 1965.
- Settle, Jane Anne. "English in Your Life: A Workable Course for Working Boys," English Journal, January, 1966.
- Shehan, Lawrence P. "Reaching Slow Learners," The English Journal, January, 1962.
- Smiley, Marjorie, B. "Gateway English: Teaching English to Disadvantaged Students," English Journal, April, 1965.

C. REPORTS

- Leonard, J. Paul. "Democratic Basis of Individual Differences," Pupils Are People. A report of a Committee on Individual Differences to the National Council of Teachers of English. New York: D. Appleton-Century, 1941.

APPENDIX A

Instructions to Teachers re Teaching Log:

The names of the teachers and schools will not appear in the thesis. The purpose of including them in the log is so that contact with the teachers may be made if further clarification of a point is required.

Materials:

A compressed list of the selections, or parts of the texts taught or assigned, e. g., Thought and Expression, p. 344, "Highland Mary"

Activities:

Methods and procedures:

e. g., oral reading--by teacher or student

silent reading--by teacher or student

tests--written or oral

teacher-marked or student-marked

Written assignments--amount of preliminary instruction pre-
vision

(a) paragraphs

(b) essays

audio-visual aids

Comments re the Success of the Activity:

Indicate:

(a) what was actually accomplished

(b) the attendant success--or failure--in meeting the
needs of the students

(c) an evaluation of student interest

--High interest

--Average interest

--Low interest

TEACHING LOG

Name

Course

Date

Materials

Activities

Comments re Success of Activity

APPENDIX B

Teachers' Questionnaire--English 30 Examination

Note: For purposes of this questionnaire, the English 30 departmental examination course will be referred to as English 30-E. The English 30 non-examination course, sometimes termed English 35, will be referred to as English 30-NE.

1. Total number of students in your English 30-E classes _____
2. In your opinion, how many of these students should have enrolled in English 30-NE ? _____
3. Was there any significant difference in your approach to the course this year in view of the fact that fewer "slow learners" were enrolled? _____
4. What was this difference, if any? _____

5. Name five major goals which a teacher of English 30-E should keep in mind when teaching this course.
 1. _____
 2. _____

Teachers' Questionnaire--English 30 Non-Examination

Note: For purposes of this questionnaire, the English 30 departmental examination course will be referred to as English 30-E. The English 30 non-examination course, sometimes termed English 35, will be referred to as English 30-NE.

1. How many students were in your English 30-NE

Class? _____

2. Do you consider this number of students

1. Too many 2. Too few 3. About right _____

3. In your opinion, how many of these students
could have succeeded in the English 30-E
course? _____

4. How many students transferred during the
year from the English 30-E to the English
30-NE course? _____

5. Was there any significant difference in your
approach to this course since the class was
supposedly composed of "slow-learners"? _____

6. What was this difference, if any?

7. Name five major goals a teacher of English 30-NE should keep in mind when teaching this course.

1. _____
2. _____
3. _____
4. _____
5. _____

8. If you were outlining a course of studies for English 30-NE, what topics would you include?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

9. Which sections of the course do you think the students found most stimulating and profitable?

1. _____
2. _____
3. _____
4. _____
5. _____

10. Which procedures used in teaching this course did you find most stimulating from a teacher's viewpoint?

[illegible]

11. Have you any general or particular comments you would like to make concerning the future structuring or teaching of the English 30-NE course?

[illegible]

DO NOT SIGN YOUR NAME ON THIS PAPER

Students' Questionnaire--English 30--Examination

A. Are you registered in a Matriculation Program?

1. Yes 2. No

B. If the answer to A is No, why did you register in the Examination Course?

1. I enjoy the study of English therefore wanted to take the Examination Course.
2. Due to time-tabling difficulties, I could not take the Non-Examination Course.
3. I was directed to take the Examination Course by parents, teacher or counsellor.
4. I wanted some matriculation subjects
5. If there was any other reason, please state it

C. The English 30 course contains many divisions. Some sections of the course appealed to you more than others; that is, you were more interested in them. Some sections were of greater benefit to you than others; that is, they took care of your basic needs in English and prepared you for your future role in society. In the columns on the following page, use the number 1 to indicate the highest and number 10 the lowest, and rate the sections of the English course according to your interest and needs in English.

C. Fill in every blank.

	<u>INTEREST</u>	<u>NEEDS</u>
Reading - style, context etc.	_____	_____
Essay - studying	_____	_____
Essay - writing	_____	_____
Magazines	_____	_____
Short Stories	_____	_____
Modern Drama	_____	_____
Shakespearean Drama	_____	_____
Poetry	_____	_____
Language Techniques	_____	_____
Leisure Reading	_____	_____
Other sections - specify		
_____	_____	_____
_____	_____	_____
_____	_____	_____

D. A course of studies in English must take into account both the basic needs and the interests of the students. If you were outlining such a course of studies in English 30, which five sections of this year's course would you be most certain to include?

1. _____
2. _____
3. _____
4. _____
5. _____

E. In outlining such a course of studies, which topics that were not taught this year might you add?

1. _____

2. _____

3. _____

F. Which procedures and activities did you most enjoy in the English 30 course this year?

[The page contains faint horizontal lines, suggesting ghosting or extremely faded text.]

DO NOT SIGN YOUR NAME ON THIS PAPER

Students' Questionnaire--English 30--Non-Examination

A. Why did you register in the English Non-Examination Course?

1. I am in the General Diploma Program.
2. I find the study of English difficult and preferred a somewhat easier course.
3. Due to time-tabling difficulties I could not take the Examination course.
4. I was directed to take this course by my parents, teacher or counsellor. _____
5. If there was any other reason, please state it _____

B. The English 30 Non-Examination Course contains many divisions.

Some sections of the course appealed to you more than others; that is, you were more interested in them.

Some sections were of greater benefit to you than others; that is, they took care of your basic needs in English and prepared you for your future role in society. In the columns on the following page, use the number 1 to indicate the highest and number 10, 11, or 12 the lowest, and rate the sections of the English course according to your interests and needs in English.

Fill in every blank.

C.	<u>INTEREST</u>	<u>NEEDS</u>
Reading - style, context, etc.	_____	_____
Essay - studying	_____	_____
Essay - writing	_____	_____
Magazines	_____	_____
Short Stories	_____	_____
Modern Drama	_____	_____
Shakespearean Drama	_____	_____
Poetry	_____	_____
Language Techniques	_____	_____
Leisure Reading	_____	_____
Novel (if studied)	_____	_____
Three Act Play (if studied)	_____	_____
Other sections - specify		
_____	_____	_____
_____	_____	_____
_____	_____	_____

D. A course of studies in English must take into account both the basic needs and the interests of the students. If you were outlining such a course of studies in English Non-Examination, which five sections of this year's course would you be most certain to include?

1. _____
2. _____
3. _____

4. _____

5. _____

E. In outlining such a course of studies, which topics that were not taught this year might you add?

1. _____

2. _____

3. _____

F. Which procedures and activities did you most enjoy in the English course this year?

B29870